



# **UNION COUNTY WORKFORCE INVESTMENT BOARD**

## **LOCAL "TO WORK" CONSOLIDATION PLAN**

**REVISED MARCH 2004**

**UPDATED AUGUST 2004**

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## **EXECUTIVE SUMMARY**

The purpose of this "To Work" Consolidation Plan is to establish a framework to restructure the Union County One-Stop into a highly coordinated system of programs and services to meet the needs of the community more effectively.

This Consolidation Plan reflects the Union County Workforce Investment Board's vision of a streamlined service delivery mechanism that incorporates the best of various workforce development agencies that are under the purview of the WIB. Services provided by various workforce development agencies lack interconnectivity. The workforce development system requires a high level coordination of services that would minimize duplication of similar services across agencies. This plan explores how to deliver workforce development services effectively and efficiently. The State has encouraged the WIB to evaluate the process of how Union County provides employment readiness services to welfare recipients and job seekers.

The focal point of the plan is to integrate services provided by different agencies into a cohesive One-Stop Career system whereby individuals in need of workforce development services, e.g. vocational rehabilitation, adult education, occupational training, computer literacy, can obtain them easily and promptly. Special emphasis is on the establishment of protocols that will guide the selection of services, with the goal of preparing individuals with appropriate skills to become self-sufficient.

The Union County Workforce Investment Board facilitated extensive discussions regarding how the County, through its One-Stop delivery system, provides information and services to individuals and businesses. The Workforce Investment Board convened two workgroups (Adult Literacy and Welfare-to-Work) to solicit input from various stakeholders. The initial task of the workgroups was to document how services are currently provided and then to examine the system through the customer's experience and make recommendations for improvements. An Advisory Group was convened to oversee the recommendations of the workgroups.

The plan includes process mapping and analyzing client flow as the client navigates the welfare and adult literacy systems as they relate to preparing individuals for employment and careers. The Workforce Investment Board is committed to a highly integrated and effective service delivery system. Services would be designed

interagency case management teams will be developed to assist public assistance recipients obtain the necessary "to work" and support services.

The goal of the planning process was to identify strengths and gaps in the system and take advantage of opportunities to improve the system. The groundwork for a truly cohesive system has been laid in Union County's proactive integration of many One-Stop services prior to state and federal mandates.

This plan offers the WIB an opportunity to develop two (2) comprehensive One-Stop Career Centers in Union County. Our goal is to eliminate the "campus" approach and to house all relevant "To Work" programs under one roof. A comprehensive One-Stop is planned for the city center in Elizabeth and one in Plainfield. Toward that end, we are currently anticipating the opening of our new Plainfield One-Stop in September of 2004, which will house the various state and local One-Stop Partners.

This is the overarching fundamental change in the service delivery system whereby customers find the appropriate information and services in a convenient streamlined process. Preliminary discussions are underway in securing an adequate site in Elizabeth to meet this need. Currently a facility of approximately 35,000 square feet along with adequate parking is being reviewed. This facility is in close proximity to public transportation and should meet all accessibility needs for a public outreach One-Stop operation.

# PART ONE

## PLANNING PROCESS AND COMMITTEE PARTICIPANTS

### LOCAL PLANNING PROCESS

Under the direction of Antonio Rivera, Director of the Union County Workforce Investment Board (WIB), two major workgroups were established to oversee the development of a unified workforce system that integrates the “to work” programs from the NJDHS, NJDOE, and the NJDOL into our present local workforce development system.

The Welfare-to-Work and the Adult Literacy workgroups provided forums for providers to discuss both the successes and gaps in the system. The Welfare Workgroup had the difficult task of painstakingly detailing the client flow and referral process. Through an extensive process, input was offered by many stakeholders in the development of an integrated and coordinated service delivery system.

The following are meeting dates and lists of Workgroup members that participated in the planning process:

#### Welfare-to-Work Workgroup

##### Meeting Dates

12/03/03  
12/09/03  
12/12/03

##### Participant

Antonio Rivera  
Tanya Major

##### Agency

Director, Workforce Investment Board  
Union County College

##### Participant

Robert Ewing  
MaryAnn Fulmore  
Betty Duff

##### Agency

Workforce Development  
Operations  
Workforce Development Operations  
Workforce Development

**Adult Literacy Workgroup**

**Meeting Dates**

**10/06/03**

**10/16/03**

**12/01/03**

**12/22/03**

**2/27/04**

**Participant**

**Agency**

Antonio Rivera	Director, Workforce Investment Board
Jean Forstenhausler	Linden Adult School
Sam Delgado	Verizon
Liz Garcia	Infineum USA L.P.
Joe Keenan	Elizabeth Public Library
Donna Sandorse	Literacy Volunteer of America
Mercedes Quintana	Proceed, Inc.
Virginia East	Union City Supt's Office
Jack Farrell	Union County College
Elizabeth Gloeggler	Literacy Volunteer of America
Gary Surmay	Elizabeth Housing Authority
Paul Willenbrock	Union County College
Robert Ewing	Workforce Development Operations

**Participant**

**Agency**

Donna Westbrook	Elizabeth Employment Services
Julio Sabater	Workforce Advantage
John Moreno	Division of Vocational Rehab
Maureen Glenn	Union County Dept. of Human Services
Tangy Major	Union County College
Gerardo DiCosmo	Workforce Development Operations
Ana Martinez	Workforce Development Operations
Shirley Hollie Davis	Union County College
Monica Kilgore	Retail Skills Center
Jean Koszulinski	Union County Dept. of Human Services
MaryAnn Fulmore	Division of Workforce
Pat Dobson	Plainfield Workforce NJ
Judy Formalarie	State Employment & Training Commission
Perle Almeida	Workforce Development Operations
Betty Ruf	Workforce Development Operations
Pat Leahey	The Wding Group

**Advisory Workgroup**

**Meeting Dates**

**09/17/03**

**10/10/03**

**10/24/03**

**10/28/03**

**Participant**

**Agency**

**Participant**

**Agency**

Antonio Rivera	Director, Workforce Investment Board		
Margaret Neafsey	Elizabethtown Water Company	Charles Gillon	Division of Social Services
Thomas Bistocchi	Union County Voc./Tech Schools		
Robert Ewing	Workforce Development Operations	Joan Tapia	Division of Social Services
Julio Sabater	Workforce Advantage	Mary Ellen Tango	Linden Social Services
Angel Estrada	Union County Freeholder	Dr. Nancy Marie Bride	Mental Health Associates of Union County
James Daley	Director, Department of Economic Development		
Dianne Litterer	Prevention Links	Maureen Glenn	Department of Human Services
Rossi Jackson	Elizabeth One Stop Career Center	Charles Newman	Union County Office of Disabilities (UCDSS)
Joe Bordo	Consultant		
Joseph Keenan	Elizabeth Public Library	Shirley Hollie-Davis	Union County College
Barbara Fuchs	DYFS	John Moreno	Division of Vocational/Rehabilitation Services
Ron Weber	Union County Vo/Tech Schools Union County Apprenticeship Coordinator		
Pat Vertorano	Union County Paratransit		
Ralph Salerno	Tri-State Furniture		
Bill Colon	ASPIRA		
Gina Martins	Community Coordinated Child Care of U.C.		
Jean Koszulinski	Department of Human Services		
Joe Keenan	Elizabeth Public Library		
Robert Blount	U.C. Youth Services Commission		
Richard Bennett	U.C. Legal Services		

## PART TWO

### SECTION ONE

#### CURRENT ONE-STOP SERVICE FLOW & FUNCTIONAL INTEGRATION

##### OVERVIEW

Specifically, the workgroups analyzed customer flow and services for welfare clients and adult literacy customer services. This was necessary to assess the level of integration as it currently exists in the Union County workforce development system. The Union County One-Stop service delivery system offers an array of programs and services. There are twenty One-Stop partner agencies that collectively provide a range of workforce development services, that include support services, education, training, labor exchange, job development, and retention services.

A recognized gap in the Union County workforce development system was the lack of a structured service strategy that would take into account all available resources when developing an Individual Responsibility Plan (IRP) or Individual Employment Plan (IEP). The system lacked clearly articulated guidelines to prepare customers for employment using all available resources. Compliance with individual program requirements drove the system. To effectuate positive change, the system needed a consistent continuum of service strategy that would offer customers a series of options to attain their goals.

To identify strengths and gaps in the One-Stop delivery system the workgroups focused on:

- ? customer flow in the Elizabeth County Welfare Agency (CWA)
- ? customer flow in the Plainfield CWA
- ? customer flow in two non-consolidated welfare offices
- ? customer flow in the Elizabeth One-Stop Career Center
- ? customer flow in the Plainfield One-Stop Career Center
- ? the provision of adult literacy services in the One-Stop and community

## ONE-STOP OPERATIONS

The Union County One-Stop Career Center system has at its core two One-Stop Centers. One center is located in the eastern part of the County in Elizabeth, and the other is located in the western part of the County in Plainfield. As part of the One-Stop Operations, Union County College provides a satellite One-Stop at the Elizabeth campus to facilitate the servicing of individuals with disabilities. This location offers computer workstations equipped with Internet accessibility, so as to provide access to the New Jersey Workforce Network (WNJPIN) and other employment related web sites.

All One-Stop Career Centers offer: a resource media area where services are offered both mediated and non-mediated, career exploration and employment related workshops (e.g., resume development, interviewing techniques), assistance in electronically posting resumes and case management services.

At the Elizabeth and Plainfield One-Stop Career Centers, literacy education is offered in self-paced computer tutorials, video libraries to help with career exploration and interviewing techniques, computer literacy in Internet use and Microsoft Office familiarity. The customer's literacy skill level is assessed using the TABE assessment tool.

The Union County One-Stop Career system has twenty active partner agencies, that taken as a whole, offer a myriad array of services to assist individuals gain and retain employment, offer career guidance, eligibility screening for Workforce Investment Act (WIA), Temporary Assistance to Needy Families (TANF), & General Assistance (GA) programs, and supported services. There is a high degree of service integration in the system; however some areas, i.e. a formal referral process from Workforce New Jersey Offices and the WIA Office and One-Stop customer registration (especially for literacy services funded by the New Jersey Department of Education (NJDOE)), can be restructured and made more efficient. Refer to **Attachment A (Elizabeth One-Stop) & Attachment B (Plainfield One-Stop)** for the list of partner services by agency, customer flow and referral process of the Union County One-Stop Career System (not inclusive of all twenty partner agencies).

## CURRENT DEGREE OF SERVICE INTEGRATION

Union County, through its Division of Workforce Development Operations, has

of services that exceed the minimum service criteria as defined by the New Jersey Department of Labor.

Key Partners such as, Unemployment Insurance (UI), Employment Services (ES), and the Division of Vocational Rehabilitation Services (DVRS) have participated in the planning and design of the One-Stop Delivery System. This system has been standardized for all Partners to limit the chance of duplication of services and efforts, e.g. non-welfare customers are afforded the same available services at the One-Stop Career Centers whether they enter the system through the UI Office, ES Office, DVRS Office, or the WIA One-Stop Career Center. Refer to **Attachment D for Non-Welfare Services and Customer Flow Chart**. Furthermore, a customer flowchart, a standardized orientation script for job seekers, a lexicon of service definitions, inter-agency referral process, standardized referral forms, and monthly schedules have been designed.

#### **A) WELFARE SERVICES**

The Union County Division of Social Services (UCDSS), which operates under the auspices of the Union County Department of Human Services, serves as the County Welfare Agency (CWA) in Union County.

As such, the Division of Social Services provides services to all TANF customers in the County of Union, as well as services to more than 75% of all general assistance customers in Union County.

As a partner within our One Stop Delivery System, UCDSS is responsible for all welfare related services, such as, Early Employment Initiative (EEI), Temporary Assistance for Needy Families (TANF), General Assistance (GA), Medicaid, Emergency Assistance (EA), and Food Stamps (FS).

The partnership with UCDSS has provided many customers with services that are available to welfare customers through Work First New Jersey. It is through the One Stop Career Center(s) that participants plan to attend their various activities with an ultimate goal to obtain unsubsidized employment. Refer to **Attachment E for Welfare Customer Flow Chart**.

Presently, no appointment is necessary for individuals to make application for public assistance/welfare benefits at the Union County Division of Social Services (UCDSS)

complete a “single” application, in order to determine eligibility for any of the services offered through the One Stop. This software is called Abacus One Stop Services or AOSS.

The UCDSS currently utilizes the AOSS software to complete a “single” application in order to determine eligibility for its multitude of program services.

A welfare grant case is not necessary for ineligible customers. Customers meeting the eligibility requirements will be moved into the Early Employment Initiative Program (EEI), TANF Intake, GA Intake, or Food Stamps only Intake.

At this point, customers will also be assessed for possible substance use/abuse issues and may be referred to the Substance Abuse Initiative (SAI) or the Mental Health Initiative (MHI) program or the Division of Vocational Rehabilitation Services (DVRS) if the customer discloses a disability. Referrals will result in an individualized program being established in concert with a substance abuse, mental health or Division of Vocational Rehabilitation professional and the customer. The customer may continue through the Customer Flow with a part-time concentration on the other issues or may be referred to a full-time recovery/mental health/DVRS program and will re-enter the Customer Flow at a later point. It is important to note that SAI, MHI, and DVRS referrals may occur at any point in the customer flow. The DSS worker may determine a problem based on administration of the CAGE-AID assessment tool use for the SAI. Customers may also self-disclose a problem.

**EEI Program:** Individuals who have worked for four consecutive months in the past 12 month period and who have the educational background/employability potential to secure employment are enrolled in the EEI Program. Individuals may also enter the EEI program voluntarily. EEI referrals are made on pending TANF (Temporary Assistance to Needy Families) cases only. A welfare benefits case is not opened on the individual at this point. EEI is offered through Catholic Community Services in Elizabeth and the YWCA in Plainfield through a two-week open-entry/open-exit 35-hour per week Job Search course. If a customer secures a job during or after participating in EEI and is income eligible for TANF, GA or Food Stamps, the individual is referred to the appropriate Intake department to complete the welfare benefits application. Customers that do not secure jobs are also referred to the TANF Intake Department to complete the welfare benefits

the customer's being eligible for cash assistance benefits without being mandated to participate in an approved activity for 35 hours per week.

The Social Worker will use the Individual Development Tool (IDT) to administer the second (the first one having been developed during the initial screening) Individual Responsibility Plan (IRP). The IRP is a contractual agreement the customer signs with the DSS agreeing to certain requirements – from participation in a job search program to following up on health care for his/her children.

**TANF Four-Week Job Search Program:** At this point, the customer will be assigned to participate in a job search vendor program. The Job Search Program is a 35 hour per week course; customers are referred to the appropriate vendor based on geographical/transportation considerations. If a customer is absent from the course for three consecutive days, the Job Search training provider contacts the UCDSO staff in order to make the customer compliant with their "to-work" obligations.

Literacy assessment is offered during the four-week Job Search program through the administration of the TABE (Tests for Adult Basic Education) paper/pencil test. The scores are sent to the DSS social worker for recording in the customer case record. Customers attend class 35 hours per week and are offered a combination of job readiness and job search workshops and classroom instruction. The training provider also provides customers with job leads.

After the fourth week of the Job Search program, the customer has either:

- ? Secured employment and had his/her welfare case closed based on income increases.
- ? Secured employment but remains eligible for TANF, MA, or Food Stamps benefits.
- ? Not secured employment and has been referred back to the DSS social worker. Because participation in an approved activity must be maintained at 35 hours per week, the customer without a job (full or part-time) at the end of the Job Search program will be referred to the next appropriate vendor for the next activity. This may include a referral to WIA for enrollment in Intensive Services/Training Services.

If the customer's welfare case is closed, Post-TANF benefits may be issued. Post

**TANF & GA (twelve months of welfare cash benefits):** Customers who have been receiving cash assistance for 12 months are required to attend a meeting with their Social Worker for the Comprehensive Social Assessment (CSA). (The CSA may have already been administered to the customer; it must be given within the first 12 months of receiving cash assistance benefits.) The CSA is a 32-page document that is completed by the case manager via face-to-face interview/conversation with the customer. Included in the CSA are employment barriers, mental health issues, parenting problems, substance abuse problems and a host of other psychological/social issues. The Social Worker may make referrals to community agency providers based on the problems surfaced by the CSA. At 12 months, a new or updated IRP is also written and entered into by the customer. If the customer is meeting his/her participation rates and is in overall compliance with welfare regulations, the customer will continue in his/her activity.

**TANF & GA (Fifty-five months of receiving welfare cash benefits):** Once a cash assistance customer has been receiving welfare benefits for 55 months a paper review is conducted by the UCDSS case manager and recommendations will be made:

- ? Supported Assistance for Individual and Families (SAIF) Program: Cases under SAIF are reviewed every six months; customers have contact by the case manager every two weeks.
- ? Extension of welfare benefits while a long-term "exemption" is being sought.
- ? Exemption from termination of welfare benefits based on: Over 60 years of age, having a medical disability or being the primary caretaker of a person with a medical disability, family violence victim, or chronic unemployment. Exempt cases are reviewed every 6 or 12 months.
- ? Terminate welfare benefits.

The DSS case manager makes the recommendation for which action should occur given that particular customer's situation and the New Jersey Division of Family Development Field Representative will approve or deny the recommendation.

**General Assistance Customers:** In the consolidated environment, individuals who do not have dependents and are eligible for welfare cash benefits are referred

GA customers are required to participate in an approved activity for 30 hours per week. GA customers are immediately referred to the four-week Job Search workshop course offered at the One Stop by Employment Services staff. The course includes job search techniques, testing, assessment, and access/referral to job leads.

Non-consolidated: The ES counselor is the primary Case Manager for work activities only for non-consolidated GA customers. The ES counselor will make referrals to the next activities for customers including recommendations for training.

If the customer has secured employment at the conclusion of the four-week Job Search course, the welfare case will be closed. (Based on the lower cash grant for one person as opposed to a family cash grant, securing employment in most cases does increase the customer's income to a high enough level that the case will be closed.)

If the customer has not secured an employment position at the end of the Job Search course, s/he will be referred back to the case manager for the next activity referral. The customer may be referred to an Alternative Work Experience Program (AWEP) that combines educational activities and work experience. The customer may participate in the AWEP program for up to 26 weeks. The customer is expected to continue a job search on his/her own during this time.

The customer may also be referred to a Community Work Experience Program (CWEP) work site, may be referred to the One Stop for Intensive Services, or may be referred to a vendor program for "Job Readiness". The Job Readiness course will be conducted 30 hours a week for 30 days. Life skills are taught during this course.

After receiving welfare cash benefits for 55 months, the customer is assessed for SAIF, an extension, an exemption, or termination of welfare benefits.

**Food Stamps Only Intake:** Customers who are not eligible for a cash assistance grant may be eligible for a monthly issuance of Food Stamps (FS). Food Stamps customers who are not employed full-time participate in the four-week Job Search course at the One Stop (Employment Services) and follow the same general path as the GA customers.

Please note: Medical Assistance customers have not been “charted” because there are not the same participation or job search requirements attached to receiving medical assistance benefits.

**Non-Consolidated Welfare:** The Municipal Welfare Agency (MWA) works with GA customers. Their customers follow the same general path as the Consolidated Welfare customers with the following exceptions:

- ? The One Stop ES staff provides all of the work-activities related to case management services once the customer has been referred for the Job Search course. The CSA is administered by the Employment Service staff.

## **B) ADULT LITERACY SERVICES**

Literacy services are offered by a number of providers. There are two literacy delivery systems within Union County, one within the One-Stop system and the other not associated with the One-Stop system (external providers). Refer to **Attachment F** for existing adult literacy customer and service flow.

Through a partnership with NJDOL & New Jersey Network, the County currently offers a workplace literacy lab that provides education in basic skills, occupational literacy, and computer literacy. The Elizabeth literacy lab located at the Elizabeth One-Stop is operated by the One-Stop Operator, has 12 computer stations, and two instructors. The literacy lab does not offer ESL literacy currently. To use the lab computers and learn from the computer tutorials, a customer requires fourth grade basic skills competency. Customers are referred to volunteer agencies, e.g. Literacy Volunteers of America (LVA), for skill development from the lowest literacy level and up. Organizations like LVA are critical to deliver one-on-one tutoring to customers in need of low-level basic skills/ESL education.

The workplace literacy lab in Elizabeth is being replicated at the Plainfield One-Stop. It is in the developmental stage and will have thirteen computer workstations. An instructor is being interviewed to staff the lab. Presently, the Plainfield One-Stop has a Community Technology Center (CTC) that has sixteen computer workstations and an instructor from Union County College. The curriculum of the CTC is basic computer literacy – training in the use of Microsoft Office products. The two literacy labs at the Plainfield One-Stop will complement each other and provide for additional literacy services.

The external providers offer a full range of basic literacy and ESL programs and services to One-Stop customers from one-on-one tutoring to classroom instruction. Referrals flow in both directions from the One-Stop to the literacy providers and in the reverse direction for eligibility determination, and a funding grant. (There is no guarantee that a customer referred from a provider to the One-Stop system will be referred back to the provider for services).

The literacy service delivery system that is outside of and not connected to the One-Stop system is extensive within the County. This system has two tiers. The first tier is comprised of approved literacy programs operated by local educational agencies, community organizations and private schools. Most of these providers receive NJDOE or WIA funds, and some receive funds from both sources.

Within this network outside of the One-Stop system there are referring organization and provider organizations. An example of this is the Elizabeth Library. The library is a referring agency, sending people to approved literacy providers. Although the library is an affiliated One-Stop Partner they do not refer potential customers to the One-Stop system for literacy or any other employment related services.

The second tier is comprised of non-approved literacy providers that fall into two categories. The first are faith-based organizations that primarily provide survival ESL literacy to their own congregants. The second category is comprised of two levels of literacy services. The first are approved providers who provide fee-based or non-fee based (on a space available basis) ESL literacy to non-documented workers.

## PART TWO

### SECTION TWO

#### “SHOULD BE” SERVICE FLOW & FUNCTIONAL INTEGRATION

##### WIB VISION

To create and maintain an environment that supports the long-term development of employers and job seekers through an integrated and customer-focused workforce investment system.

##### WIB MISSION

The mission of the Union County Workforce Investment Board (WIB) is to develop and implement fiscal policies that succeed in matching the needs of employers to have a well-trained workforce with the needs of job seekers to attain and retain employment that leads to economic self-sufficiency. To that end, the WIB will generate policies that facilitate the linking of the Union County One-Stop with private businesses, systems of economic development, workforce development, educational development and social welfare development.

##### GUIDING PRINCIPLES

- ? Reinforce common values for high quality customer service.
- ? Refine existing processes by which the One-Stop Partners interact with one another in an efficient and effective manner.
- ? Continue to promote common values, goals and objectives intrinsic to workforce development principles among all partnering organizations
- ? Ensure that the One Stop is inclusive and well prepared to serve *all* job seekers.
- ? Develop a comprehensive One Stop Center that provides a wide array of

### KEY AREAS OF TRANSFORMATION OF THE ONE-STOP SYSTEM

- ? To explore prospective lease and physical space possibilities, in partnership with the State of New Jersey that will facilitate the development of two true One-Stop Career Centers with co-location of partner agencies.
- ? A State-County partnership should, at the very least, include the sharing of all costs associated with the implementation and development of a true One-Stop, as subscribed by the State.
- ? Streamline and develop more effective communication processes among partnering organizations.
- ? Develop processes to minimize overlap and duplication among Partnering organizations.
- ? Streamline the case management function across programs
- ? Establish a System of Assessment that includes occupational and employer-based job readiness, which will address the workforce clusters in demand in the local labor market area.
- ? Standardize assessment tools across the system.
- ? Insure that assessment results will follow the customer.
- ? Address the lack of bilingual case managers with a goal to reflect local demographics.
- ? Plan for a Business Services Center in the One-Stop
- ? To better align One-Stop Services by function

### OVERVIEW

The County of Union is the fiscal agent for WIA, WDP, and WFNJ funds. These funds are received by the County of Union and are disbursed at the discretion of the Workforce Investment Board with approval from the Board of Chosen Freeholders

Workforce Operations has a close working relationship with DVRS, Workforce New Jersey, Union County College, the Small Business Development Center at Kean University, the Union County Vocational/Technical Schools, the Elizabeth Housing Authority, the Literacy Volunteers of America, literacy/ESL providers, and community-based organizations.

The major improvement in the way services are delivered will be to have all available employment related services housed in one facility. This will facilitate increased collaboration, communication and interaction among the One-Stop partners and community resources.

The prospect of new One-Stop facilities with the co-location of the major One-Stop partners presents Union County with a unique opportunity to reorganize all "To Work" services and programs. This plan outlines the framework for integration of services and establishes guidelines to drive the continuous improvement process. The desire is to institute a structured approach to service selection and focus more closely on a customer's progress.

The key areas of transformation will guide Union County's reorganization of its One-Stop service delivery system. This reorganization effort will be an ongoing process. The WIB and the One-Stop partners will establish protocols to implement the key areas of transformation of the One-Stop system.

The WIB Oversight Plan will set policies that will guide the One-Stop Operator with the implementation of this plan. The WIB, through its committee structure, specifically the One-Stop Oversight Committee, will determine the requisite information to be compiled by the One-Stop Operator to appraise the performance of the system. **Based on the assessment of One-Stop system performance the WIB will make recommendations to the One-Stop Operator to facilitate continuous improvement of the system.** The WIB will develop key indicators that will be based on desired outcomes.

The WIB has proposed changes that address how services would be provided to TANF and GA/Food Stamp customers, e.g. not enrolling customer directly in four-week job search if customer is clearly not employable. To implement these changes, program requirements need to be flexible to allow for different service strategies.

plan addresses and is responsive to the needs of individual customers and the community at large.

Three customer focus groups were held on November 18, 2003 with a wide range of customers from One-Stop literacy programs, customers enrolled in various training programs with outside vendors and GA/Food Stamp customers.

Some of the common issues that were expressed include:

- ? lack of awareness of One-Stop services
- ? lack of communication regarding program requirements and responsibilities
- ? unnecessary enrollment in programs or activities
- ? little or no input in their IEP or IRP
- ? lack of a GED Testing Center in Union County

In response to these issues:

- 1) An effort will be made to increase public awareness of One-Stop services by marketing the One-Stop system using public access television, Union County Freeholder public information broadcasts and through community and faith based organizations.
- 2) One-Stop orientations have been standardized and a list of One-Stop and support services are provided at the orientations and are available in the One-Stop Career Center(s) and One-Stop Partner agencies and offices.
- 3) A key element in the reform of the One-Stop service delivery system will be to have the customer actively involved in the development of his/her IRP or IEP. **This process will encourage customers to succeed and achieve a higher degree of personal growth by having the customer engaged in the planning of his/her career.** The role of the case manager has been clarified and it is the responsibility of the case manager to communicate clearly to the customer the reason for a particular service, i.e. assessment.
- 4) A GED Testing Center is being planned for Union County. Union County College has been selected to administer GED tests. **This is in process. The application to certify Union County College as a GED Testing Center is being reviewed by the NJDOE.**
- 5) **The One-Stop Operator will direct outreach into the community by developing Community Based Organization Forums to initiate mobile One-Stop Services**

Two new comprehensive One-Stop Career Centers are planned for Union County. In each location, in Elizabeth and Plainfield, the five major required Partners will be co-located on site. In Elizabeth, **four CWA staff** will be housed there full time: **(1) social worker, (1) Human Services Specialist I, (1) Human Services Specialist III and (1) Human Services Specialist IV.** Due to the large welfare population in the Elizabeth area, it would be unfeasible to expect that all CWA staff would be co-located at the Elizabeth One-Stop Career Center. The Elizabeth CWA has approximately five hundred employees.

The County, in partnership with the NJDOL, **is in the process** of securing a building advantageously located in downtown Elizabeth that can accommodate the major required partners, provide ease of access from mass transit, have available parking, and offer sufficient space for the provision of all major One-Stop services. Additionally, a Business Services Center is planned for each One-Stop Career Center.

The One-Stop Operator has convened meetings with the five major required One-Stop Partners to plan for the transition into these new facilities. One of the major considerations has been the allotment of adequate floor space for agency staff, meeting rooms, training facilities, Workplace Literacy Labs, public resource areas, comfortable waiting areas, controlled customer traffic, employer accommodations and barrier free sub code compliance.

**Presently, the County is working closely with the Department of Labor and Workforce Development in finalizing the selection of a One-Stop Career Center site in Elizabeth. Two prospective facilities have been identified.** Each facility is in midtown Elizabeth and offers enough capacity to accommodate the Division of Vocational Rehabilitation, Workforce New Jersey Office, Unemployment Insurance, WIA, substantial staff from the Division of Social Services, and possibly adjudication services. There will be areas for common usage, e.g. customer orientations, workshops, resource areas, workplace literacy, training, interviews, and conferences. Community programs/services will be encouraged to participate to provide services customers may need, thus eliminating the need for travel among locations.

The State/County building in Plainfield is on track to be completed by **September 2004.** **It is anticipated that the transition of all of the major required Partners to be**

Center would be recruitment of businesses to offer On the Job Training (OJT) and employment opportunities. In partnership with Kean University Small Business Development Center, information that would be made available may include:

- ? An easy-to-read checklist of the local, county, state and federal agencies and departments that regulate a particular business.
- ? Telephone numbers, addresses, and descriptions of permits, and referrals to government agencies and service providers.
- ? Sources of technical assistance, counseling services, networking and educational opportunities.
- ? Information on local, state and federal financing programs and incentives for existing businesses.

#### **One-Stop Career Center System Management**

A One-Stop Management Team, **lead by the Division of Workforce Development Operations**, will be developed to oversee the operations of the One-Stop delivery system as a whole and guide the transition to a system of co-located agencies operating as one entity. Issues related to day-to-day management, efficient use of facilities for training, staffing, resource areas, business development, workshops, conferences, orientations, and customer flow will be discussed. The Management Team will be comprised of a minimum of seven members: One-Stop Operator, Workforce New Jersey Manager, Work First New Jersey Coordinator, DVRS Manager, UI Manager, WIA **Site** Manager, and CWA Director.

Protocols will be developed for all One-Stop Partners to meet and exceed performance standards for individual programs, and WIB determined standards for the management of the One-Stop system. The One-Stop Management Team will be responsible to meet WIB established customer flow standards and system benchmarks. These standards will be directly related to assessing the system in meeting a customer's goals, both employers and job seekers. These include:

- ? average waiting time for staff assistance;
- ? performance of specific programs;
- ? number of customers who have found employment;
- ? number of customers at the job ready level that have obtained and retained employment for a minimum of six months;
- ? number of customers at the job ready level who have returned to the One-Stop for additional services to prepare them for the career ready level which is the prerequisite for individuals to achieve self-sufficiency.

There will be a suggestion box available and suggestions would be encouraged from staff and customers. Copies of exit interviews will be compiled and evaluated to gauge customer satisfaction and indicate areas that need improvement.

### **ONE-STOP OPERATIONS**

The Division of Workforce Development Operations, designated as the One-Stop Operator, is responsible for the day to day operations of the One-Stop Career System. One of the major areas of transformation in the One-Stop service delivery system is the co-location of partners at one physical location. The attainment of a "true" One-Stop Career Center as envisioned by the NJDOL and the SETC is the cornerstone of our consolidation and reorganization effort.

Each of Union County's two (2) One-Stop Career Centers will be reconfigured to house the major required One-Stop Partners. This would be the most fundamental change in which Union County delivers workforce and social services information and services.

To increase effective communication between agencies standardized procedures and forms have been developed. An orientation script for job seekers, service definitions, and inter-agency referral forms have been standardized. To help customers obtain appropriate information and services, every effort will be made to communicate with customers in common understandable terms. The Union County One-Stop Career System will be a customer focused/driven service delivery system designed to meet the needs of customers.

Under the management of the One-Stop Operator, services would be identified by function. This approach will achieve the highest level of integration of services. Staff would be assigned responsibilities based on what they do best. All One-Stop Partners agree with the new consolidated approach to service delivery, whereby all One-Stop functions are integrated across all programs and services. The process of functional integration of all One-Stop services and programs will be ongoing.

The Union County One-Stop System offers many innovative programs and services. The WIB's mission in light of consolidation will be to establish procedures that will connect these and other programs/services into a sequential continuum service strategy. Union County's service strategy will include utilizing the following programs/services:

The purpose of the **Fast Track GED Program** is to assess and orient 700 appropriate Union County residents who have chosen to attain a GED as an educational goal, and provide a Fast Track GED preparation course for 100 of the highest scoring individuals.

The Fast Track GED preparation approach incorporates pre-assessment, an orientation and a strong GED curriculum. Pre-assessment determines what participants' academic levels are in relation to being successful on the GED. The orientation gives individuals information about what GED preparation demands. The GED curriculum incorporates materials relative to the new GED standards and periodic classroom assessment to measure progress. The curriculum is delivered by experienced GED instructors in a schedule convenient to participants.

The Fast Track GED Program will have three levels of instruction designed to offer Fast Track GED preparation to individuals whose academic levels range from the seventh to the twelfth grade allowing participants to move from one level to another. Each preparation level (GED beginning, intermediate, and advanced) will use the results of the TABE to place students appropriately. All students will have access to College computer labs and Stech-Vaughn GED software. Individuals who test at a significantly lower level will be referred to Project ABLE. Students will also be provided with information on the CARE Program (Construction Apprenticeship Readiness for Elizabeth).

**Project Learn** is a unique and innovative occupational training program for TANF and GA/FS customers. The program consists of three aspects: distance learning on laptop computers given to the students for the duration of the program, 270 hours of on-site educational classes that enhance what students learn on their computers, and an assignment to an AWEPP (Alternative Work Experience Program) site. Students are placed at these AWEPP sites that are developed at not-for-profit community-based organizations and give the students needed work experience plus an opportunity to use the skills they acquire in class and on their laptop computers. Once enrolled, students attend classes, work at their assigned site, and participate in an at-home distance-learning program. This program is 35 hours per week and runs for 20 weeks.

The program was conceived and implemented through the collaborative efforts of Union County's Department of Human Services, Division of Workforce Development

This program complements available services to TANF recipients. All students enrolled in Project Learn are registered in AOSOS and are case managed by Union County College staff. Customers are referred by CWA to Union County College. Customer information is compiled by Union County College and forwarded to the Division of Workforce Development Operations to complete customer registration in AOSOS.

Project Learn students have a 20 hour per week occupational component for work experience at an AWEF site. It was suggested that internships would be of greater benefit to the student to achieve the level of "job readiness" than an AWEF site. Experience has shown that job placement rates for individuals in internship programs are better than conventional AWEF programs. Project Learn has a job placement component. This is a structured educational/occupational program that guides the student to employment. This program is a partnership with Passaic County.

A consequence of having a computer available at home is that it strengthens family literacy. Students are able to spend more time at home with children, and children would spend less time in day care. Children of participants would be exposed to the computer closing the educational, technical, and cultural gap created when families do not have access to technology.

Project Learn offers interactive tutorials that are self-contained on a CD disk. Students are able to learn at their own pace and have access to unlimited practice and reinforcement. Laptops loaded with interactive software offer convenience, portability, reduce the need for using the Internet for prolonged periods of time and allow students the ability to learn anywhere.

The Internet is used as a management system. The laptop computer stores information regarding time spent on lessons, the material covered and testing results. This information is sent via the Internet to customer files housed at UCC.

Students meet weekly for six hours on campus for Microsoft Office classroom instruction. It is important for the student to have personal contact with the instructor and other students. If necessary, students have the opportunity to meet with a counselor and job developer. Students in the program receive job counseling, which includes assistance with resume preparation, job search, and

The **Retail Skills Center**, located at the Jersey Gardens Mall in Elizabeth, is being developed as a **potential** satellite One-Stop Career system office. The Retail Skills Center will provide the One-Stop with services targeted to the fast growing retail industry: at the mall and throughout the County. It offers varying degrees of customer service training and workplace literacy.

**Project LEAP** (Literacy and Excellence for All Programs) has a mobile van retrofitted with laptops and supervised by a certified instructor to bring the literacy and One-Stop workforce developed services to designated sites. Some of the sites that may be served through this laboratory include businesses, local chambers of commerce and community-based organizations. It could also be used for community out-reach and for informational services at job fairs.

The Workforce Development Initiative, **Federally Qualified Health Center (FQHC)**, a pilot program, is a specially targeted initiative to strategically plan to attract, prepare, retain, and advance an adequate and appropriate supply of qualified, trained, and motivated job candidates in the primary health care industry in New Jersey. The FQHC's goal is to ensure that primary health care is more accessible for clients receiving services from the community health care centers.

Under the guidance of the Union County Workforce Investment Board, a local collaborative from representatives of the One-Stop, Union County College, Plainfield Health Center, Elizabeth and Plainfield Workforce New Jersey Offices, County Welfare Agency, and the County Division of Family Development representative, have begun the process to develop a strategic plan to address the overwhelming demand for health care workers. Nationally there has been a problem recruiting qualified health care professionals and Union County, with help from the NJDOL and SETC, has spearheaded this effort to fill this need. The One-Stop Career Centers are the logical source of prospective health care employees with services that can assist individuals with training for specific employment within the industry.

#### **MIS/Follow-up Retention Evaluation Unit**

The One-Stop system has established a MIS Evaluation Team (MIS/Follow-up-Retention Evaluation Unit Function) that will monitor placements and other data to track program performance and to identify those customers who may not have found work. This team will also monitor customer satisfaction. They will feed this information to case managers who will then be able to contact customers who may

initiative projects such as Mental Health Initiative (MHI), and Substance Abuse Initiative (SAI); individual activity progress monitoring; and coordinated client service records (CSA, Service file & Emergency Assistance Records) to establish a comprehensive need assessment for each client.

This program also outreaches into the surrounding community to actively involve and leverage existing agencies for “quality of life” issues as well as employment or income directed activities and services. This program is also about to begin a project with the Child Support Program. Goals of the Child Support Program (CSP) project include re-evaluations of cases to establish or increase CSP orders as well as attaching existing medical coverage programs for dependent children.

The basic goals of this program are to:

- ? Coordinate and establish a comprehensive needs assessment.
- ? Establish a viable connection with clients by offering quality of life services.
- ? Investigate and leverage community services.
- ? Make existing programs and systems more functional with direct interaction (transporting, home visits and vendor visits).
- ? Have clients evaluated through special TANF initiatives such as DVRS, MHI and/or SAI to establish why they have not succeeded in WFNJ (with special focus on the low literacy population).
- ? Assist main TANF service department in moving clients into more appropriate activities by direct activity monitoring and sharing in depth evaluation reports.

### **Youthbuild Program**

The Elizabeth Housing Authority, in partnership with the Union County Workforce Investment Board, Union County Vocational Technical Schools, and the Elizabethport Presbyterian Center was recently awarded \$400,000 to develop a Youthbuild Program that will be incorporated within the Authority’s successful HOPE VI Elizabethport Neighborhood Revitalization Program. The program participants will work to construct 169 new units of affordable housing on the former site of the Pioneer Homes public housing project.

The goal is to have the participants learn various vocational trades. While in vocational training, the participants will receive wages, work-related incentives, individual case management, academic counseling, computer application training, financial education and career counseling. As required, participants will have access to childcare, mental health and substance abuse counseling. Temporary

Youthbuild combines vocational training and academic instruction. Participants will be engaged in vocational training during the day and enrolled in the Adult High School in the evenings. Successful graduates will be placed in unsubsidized employment at the prevailing wage.

While individual participants will specifically benefit from this program, there are also benefits for the community at-large: the infrastructure development of faith-based organizations; constructing healthy, safe and energy efficient homes; creating affordable housing units; use of universal designs and the strengthening of community ties.

#### **CONTINUUM OF SERVICE STRATEGY**

To appropriately serve both its business and job seeker customers, the Union County Workforce Investment Board has defined four levels of Employment Readiness for use in its One-Stop Service Delivery System: "pre-work", "to-work", "employment ready", and "career ready." The intent of these "readiness levels" is to communicate to job seeking customers a continuum of skills and knowledge that are necessary to progress toward self-sufficiency. The four levels of employment readiness will establish the framework for the continuum of services strategy. Case managers will continuously assess customers against the employment readiness criteria to determine services that would be of greatest benefit to meet customers' changing needs. Assessments are essential for the successful implementation of this service strategy, as such staff training would be necessary for competent use, timing and evaluation of assessment results.

These standards provide a guide to job seekers and to service providers for benchmarking customer performance and goals and for understanding what it takes to be successful in the world of work. Not all customers will advance to the level of career ready—it will be the decision of the customer to determine the level that's appropriate. However, services will be available to those customers who seek to move through each of the readiness levels.

These standards will also communicate to employers what they can expect from a job seeker who has participated in the One Stop system's services and emerges as "Employment Ready" or "Career Ready."

The following “employment readiness” definitions will be utilized by all One-Stop case managers as a guide to identify employment barriers and determine appropriate services to prepare individuals for employment success. It can be inferred from known data of the populations served that the CWA and staff from Workforce New Jersey offices will case manage most customers identified at the employment readiness level “Pre-Work Ready.” A large percentage of welfare recipients, especially long-term public assistance recipients unable to find and retain employment, fall into this category. The Division of Vocational Rehabilitation Services will also manage clients that fall into this group.

## **A) Employment Readiness Levels Defined**

### **"Pre-Work Ready"**

These are individuals who face significant barriers to participation in “To Work” activities. These barriers include:

- ? Substance abuse, mental health, domestic violence, or other issues that substantially limit the individual’s ability to participate in “To Work” activities.
- ? A reading and/or math level of 3<sup>rd</sup> grade and below as measured by a standardized assessment.
- ? No defined occupational area of interest
- ? No significant work experience sufficient to gain the individual employment.
- ? No job search skills—the individual cannot appropriately complete a job application, participate in an interview, etc.

### **“To Work” Ready**

These are individuals who are able to participate in “To Work” activities, but who are not ready to be employed. Characteristics of a “To Work” customer are:

- ? Identified occupational goal that is appropriate for the customer, and some awareness of the job duties and requirements for the occupation of interest.
- ? Basic support service needs (transportation, childcare, etc.) have been met and a service plan developed.

Individuals who have progressed to a level where they are able to obtain some kind of employment, although the employment is not self-sustaining. This includes individuals who may need part-time employment while they continue to develop skills or who are working in an entry-level, low-paying position to gain experience to move to a higher paying position that will allow them to be self-sufficient. Characteristics of "Employment Ready" customers are:

- ? 6<sup>th</sup>-7<sup>th</sup> grade literacy level
- ? Minimum of six months continuous relevant work experience.
- ? Possession of one or more entry-level skill credentials (i.e., MS Word certificate, forklift operator certification, etc.)
- ? Verifiable references
- ? Job search skills sufficient to obtain employment, including ability to identify and access job leads, complete an application and participate effectively in an interview.
- ? Possession of basic job readiness/workplace literacy skills as defined by obtaining the basic proficiency level in the Equipped for the Future workplace literacy standards.

### **"Career Ready"**

These are individuals who have progressed to a level where they are able to seek self-sustaining, career path employment. This includes many dislocated workers and individuals who have progressed through the previous levels. Characteristics of a "Career Ready" customer include:

- ? High School diploma or GED
- ? A career path skill credential, such as C N A certification, certification in a trade, etc. and/or sufficient skills training or work experience to allow the customer to obtain employment at self-sufficiency wages.
- ? Minimum one year work history.
- ? References
- ? Job search skills sufficient to gain career employment, including resume and cover letter writing skills, higher level interviewing skills, etc.
- ? Job readiness/workplace literacy skills that meet the level of advanced

It was agreed that to effectuate change, services must be delivered by function. The service delivery process requires effective use and leveraging of available resources. The goal of the system will be to facilitate customers through the process and assist them in developing career management skills. The One-Stop system will design processes to support customers to empower them to make their own informed decisions. A menu of all One-Stop and support services will be developed to inform customers of available options.

Welfare customers not eligible for deferment may need literacy and/or life skills. Customers must possess or acquire the requisite literacy and life skills to move to a higher work ready level. Customers that have been determined to be employment ready may still have barriers that prevent them from moving to self-sufficiency. All efforts will be made to dissolve those barriers or minimize them to allow the customer to advance toward self-sufficiency.

The consensus of the workgroup participants was that presently only about 20% of WFNJ clients achieve self-sufficient employment. Necessary improvements in the system include increased communication among clients, One-Stop staff and partner agencies and prescribed procedures for retention and follow-up.

The One-Stop Partners will utilize the standard service planning tool, Eligibility Development Planning Tool, adopted by the State Planning Workgroup to guide case managers in selecting appropriate services. This instrument was developed to establish a structured service strategy that offers a series of skill development steps that will prepare the customer for employment.

Welfare clients coming into the One-Stop system seeking welfare supports that are determined TANF eligible and meet the EEI Program requirements, will be referred to EEI services at intake, if the client is determined to be at the employment ready level. If either employed or unemployed and determined eligible for TANF benefits, a case will be opened and the client contacted for case management services.

Welfare clients need to prepare and acquire the necessary skills to become successfully employed. They cannot take advantage of job search services if they are inadequately prepared to obtain employment. Welfare clients must be at the "employment ready" level for them to be referred to job search activities. This is a radical change in the Work First New Jersey approach to finding jobs quickly for

Important considerations in a client's service strategy will be to have the client engaged in the process and facilitate the client in career planning. Understanding the employment dynamic that most jobs are lost within the first month, more intensive retention services would dramatically reduce the need for re-employment services. As such, the WIB would like to target more funding for retention and career advancement services.

Customers will be informed of the benefits of accessing additional One-Stop services and encouraged to remain in the One-Stop system to continue skill building and the importance of life-long learning. Staff will impart to customers the necessity to constantly update skill sets for career advancement. It will be explained that knowledge is the key to financial success in the employment marketplace. The necessity of constantly upgrading skill sets to meet employer demands for employees to possess advanced skills will be imparted to all customers. To provide a path for WFNJ clients to upgrade their skills, case managers will utilize tuition waivers and career advancement vouchers to assist individuals in reaching their goals of higher levels of success.

#### **B) AWEP & CWEP**

The WIB will set benchmarks for quality programs and services. These benchmarks will be used to identify programs that have demonstrated success in providing clients' marketable "in demand" skills. The WIB will determine the minimum standards for agencies to have CWEP programs. It was noted that the State level administration of CWEP programs might be a constraint in the development of better local CWEP programs. A continuum of services strategy would be developed based on a client's agreed upon goals, incorporating successful programs that can be linked to form rungs in the skill development ladder.

Many issues surfaced regarding CWEP and AWEP programs. Experience indicated that CWEP and AWEP programs do not prepare clients adequately for employment. The strategic use of these programs should be to provide levels of work experience that are relevant to a client's goals. These programs should offer a menu of options based on customer choice. The One-Stop Operator will review these programs for value added to a client's job preparedness, and structure AWEP and/or CWEP experiences to guide customers into progressively higher skill levels.

The One-Stop Operator will explore how to expand the range of CWEP and AWEP

grade scholastic level that would prepare the client academically for the “employment ready” level of job readiness. Subsequent to employment, the One-Stop Career Center System will provide follow-up/retention services. Customers will be informed of career advancement vouchers and additional skills that can be obtained at the One-Stop Career Center.

With the creation of the Business Services Center, the One-Stop will endeavor to establish closer contacts with the business community in the hope of creating available options for internships and OJT. The Welfare-to-Work Workgroup agreed that internships and OJT would be more appropriate employment experiences than AWEP or CWEP sites.

WFNJ recipients and/or post-WFNJ recipients have acute barriers to obtaining and/or retaining employment and need additional supported work and intensive post-employment services. Supported work would be appropriate for clients that have little or no work experience and/or have identified significant barriers to obtaining and/or retaining employment, e.g. low literacy, substance abuse, and learning/physical/mental disabilities.

### **C) Distance Learning**

Distance learning has many inherent advantages over typical classroom instruction. It offers convenience, eliminates transportation and childcare barriers, and the ability to learn at anytime. Distance learning when coupled with a classroom instruction component provides a powerful educational tool. The WIB would like to explore expanding educational and training opportunities provided through distance learning for TANF clients and WIA funded training programs.

As described earlier in the plan, Project Learn has been a highly successful program that incorporates distance learning, occupational training, classroom instruction, and employment services. To offer a continuum of services, programs that offer basic skills and/or basic computer literacy would be used as preliminary steps to enrolling customers in occupational training programs. In addition, there could be economies of scale realized with more students enrolled in distance learning programs that would reduce slot costs thereby leveraging available resources.

For customers in need of basic skills and/or computer literacy, computer tutorials are a powerful learning medium. Programs such as Project Learn would be of great benefit to employed individuals receiving welfare services. These individuals would

### **Key Components of Functional Integration**

The key aspects of achieving functional integration of services will be the development of a cross-trained interagency triage unit, a system of assessment, multidisciplinary interagency case management, guidelines for structured service provision, the utilization of common computer systems, a structured job placement and job development process.

These are the major elements of the One-Stop Career Center's functional integration of services. The Functionally Integrated One-Stop Service Flow narrative on page 41 describes all One-Stop functions.

#### **A) Triage Unit - Initial Point of Contact**

Intensive cross-training will be necessary for “greeters” to have the requisite knowledge of all One-Stop services. The Union County Workforce Investment Board in conjunction with the One-Stop Operator have determined that the most effective methodology for streamlined delivery of services at the One-Stop will be to establish a triage function at the initial point of contact with the customer. The triage function is comprised of trained staff that are knowledgeable in all aspects of One-Stop services. Staffing of the triage function will be representatives from all co-located One-Stop Partners. There will be three staff members assigned at any given time to the triage function. It was suggested that due to heavier customer traffic experienced in the early morning when opening the office, additional triage staffing may be designated for these hours to reduce waiting time for customers.

Due to prescriptive requirements of unemployment insurance, it may be necessary to station a UI “greeter” full time at the triage - receptionist desk.

#### **B) Multidisciplinary Interagency Case Management Approach**

The Division of Social Services' staff will become an integral component of the One-Stop System at both One-Stop locations. It is anticipated that the Plainfield One-Stop will accommodate all DSS staff currently located in Plainfield.

In Elizabeth, a percentage of the DSS staff including social workers and supervisory staff will be co-located in the Elizabeth One-Stop. These individuals currently provide case management for public assistance recipients eligible for “to work” programs/services. These co-located DSS staff in conjunction with DVRS and WIA case managers will provide the mechanism for the “interagency team approach” to case management of WENI clients.

- ? comprehensive assessment evaluations - at all client developmental stages
- ? job search, job development, job placement
- ? supported work services

To ensure adequate staff to provide customer assistance, case managers will be cross-trained to have a ready pool of knowledgeable staff to attend to customers' needs promptly, with the intent to reduce customers waiting time for access to services.

The case management function will follow the Initial Assessment for eligible customers. Case management will remain for the duration of the customer's One-Stop experience as they move through levels of services until achieving "career ready." The case manager/team will remain dedicated to the client throughout his/her connection with the One-Stop system.

Case Conferences will be initiated by case management staff to discuss strategies for customers that have been identified as not making progress towards gaining the skills necessary for employment. The case conferences will include staff from DSS, DVRS, MWA, OSCC and any vendors responsible for providing "to work" services and activities to the client. This will be an ongoing process to collectively assess a client's performance and design next steps to move the client forward towards finding a job.

For existing welfare clients in Plainfield, the transition of case management to the One-Stop system will be invisible. All DSS staff will be co-located so there will be consistency in the case management function - all current caseloads will remain with the same case manager. The DSS case manager would be joined by a WIA case manager to develop a team approach for all the benefits stated previously.

In Elizabeth, the overriding consideration will be to make the transition for public assistance recipients to the One-Stop system as easy as possible. A supervisory review team will evaluate current caseloads and make determinations as to the appropriate transferal in responsibilities. To ensure consistency and minimize disruptions in service, an effort will be made to have the customer remain with current case manager.

#### **C) System of Assessment**

Assessment is key to the identification of a customer's progress to ensure the services are appropriate and will lead sequentially to the customer attaining the "career ready" level of job readiness. There are three stages for client assessment:

- ? Initial intake (triage) - to determine client readiness for "to work" and job seeking activities
- ? Comprehensive assessment - to evaluate all factors relating to employability (literacy, skills, work values, work experience, disability issues (DVR))
- ? Ongoing assessment

The case management team would request assessments when necessary to evaluate effectiveness of the program and a client's progress. Assessment is an ongoing process and it will be linked to employment readiness levels and the provision of sequential adult literacy services.

To structure a common assessment process that will guide the development of a customer service plan, all One-Stop Partners will be required to use exclusively the One-Stop Operator's approved list of assessment tools, e.g. TABE & BEST. All formal assessments and intake forms will be standardized.

To ensure reliability and standardization of assessment results, the Union County College Mobile Assessment Unit will conduct all comprehensive assessments for One-Stop Partners.

#### **D) Job Search & Job Placement Function**

The WIB is reviewing current policy of including assessment as a component of job search for DFD programs. It is anticipated that Union County College Assessment Unit would conduct assessment for this population. As such this would free up funding for increased job search services.

The standards associated with job search and job placement services include the ability of clients to:

- ? be able to market themselves
- ? know employers' expectations
- ? have the information necessary to initiate a job specific search plan
- ? set realistic job goals
- ? be able to fill out job application

- ? Internet
- ? Assist the client to make connection to an appropriate employment network
- ? Mock interviewing experience

The County will explore the feasibility of providing vehicles for transportation for clients with an agreement that outside agencies would provide drivers. To facilitate job placement, One-Stop staff would engender a rapport with the business community.

#### **E) Job Development**

- ? Staff will establish a rapport with the employer community to maintain and update a list of business contacts.
- ? Job openings would be available to all partner agencies
- ? Make available appropriate job development services
  - ✍ match with job seeker's needs, skills, aptitude, and interests (match for long-term - not short term)
- ? Teach clients how to strategically job hop - to assist clients to get to the next level of job readiness

#### **F) Job Retention and Advancement**

The WIB would like to pursue more intensive job retention services because it would reduce the need for re-employment services thus conserving resources. In addition, the WIB would like to expand its job retention services to all clients, including GA/Food Stamps recipients and WIA customers engaged in WIA intensive services.

To provide a higher level of job retention and advancement services the One-Stop Career Centers will conduct:

- ? Exit interviews - discuss next steps
- ? Customer satisfaction surveys
  - ✍ life-long learning
  - ✍ college preparation information
- ? Ongoing contact during first month on job
- ? One-Stop will look to expand the network of faith-based organizations - to use community resources to increase the level of service available to the customer

The WIB will identify successful models of effective post-employment comprehensive programs, e.g. job coaching, that will include a tracking component to monitor outcomes. The outcomes will be performance indicators and this will drive continuous improvement in determining effective programs. Funding for post-employment services would be based on the success of each model with emphasis on job retention and advancement.

There will be two “tracks” for retention and follow-up services. WFNJ recipients that have been assessed with multiple barriers to employment would receive intensive retention and follow-up services. Case management protocols for WFNJ recipients would include maintaining close contact for the first month (phone call each week), and contact every two weeks for successive months. The non-welfare One-Stop clients would be contacted during the first month and every month thereafter for a period of one year.

The One-Stop orientation program would include retention and post-employment services in the list of all One-Stop services.

### **G) Common Computer Systems**

The underlying assumption that facilitates communication and interaction among One-Stop Partners is the use of AOSOS for client tracking, recording assessments, recording enrollments and other client information recorded in an electronic client case file. In the One-Stop Career Centers, Famis, Omega, and AOSOS will be available so that different Partners can readily access information across agencies.

Client tracking must include students enrolled in literacy services to establish a continuum of services strategy for educational and occupational services. Presently Title II grantees do not register participants in AOSOS. Title II grantees will be required to register students in AOSOS and if necessary perform case management of their students.

### **FUNCTIONALLY INTEGRATED ONE-STOP SERVICE FLOW**

The WIB has adopted high level integration of services and functional approach to the delivery of all One-Stop services and programs. As such, the **One-Stop Service Flowchart** is a template for all One-Stop services including public assistance and adult literacy. The WIB is committed to a streamlined efficient service delivery system that consolidates all of the functions of public assistance

identify this new vision and to develop a marketing plan that will promote the vision.

## **B. Informal Assessment**

All customers who enter the One-Stop Career Center(s) will be provided with a brief standardized check-list triage questionnaire that will help One-Stop reception area staff determine if the customer needs only core services or if an intake appointment is required. The questionnaire will ask customers about the types of services they are interested in and will also include questions that will provide a preliminary assessment of a customer's potential eligibility for other programs, including TANF/GA/Food Stamps, EEI Program, WIA intensive services, WDP, and DVRS. The questionnaire will include a self-interest inventory. We are also exploring the possibility of administering the questionnaire over the Internet, similar to the way in which UI customers can apply for benefits on-line.

During this informal assessment, it will also be determined if the customer has immediate social service and/or support needs, e.g. emergency rental assistance, transportation, childcare, substance abuse or mental health issues. If so, he/she will be able to meet immediately with a staff person to address these needs.

If the customer shows preliminary eligibility for one or more programs, he/she will be offered the opportunity to schedule an intake appointment with an Intake Specialist. Every attempt will be made to schedule the intake appointment within the next week. Our focus is on reducing customer wait time and minimizing travel to the One Stop, so we are also exploring ways to accomplish this by having teams of staff who can move between the Elizabeth and Plainfield offices as necessary.

If the customer is only eligible for core services, he/she will be referred to the self-service Career Resource Area.

## **C. Self Service Career Resource Area**

Workforce New Jersey and WIA staff will be available in the career resource area to assist self-serve customers in accessing resources. Here, customers will have access to computers and other office equipment including on-

in addition to available One-Stop services. The other orientation will be for PROS and/or customers eligible for WIA intensive services. PROS customers will be required to sign-in and provide all necessary information to maintain their unemployment benefits.

All customers eligible for some form of intensive services will participate in a general orientation. Orientation may occur in conjunction with the first visit to the One-Stop or as part of the Intake Interview process—whichever is more convenient for the customer. During that orientation, customers will learn about the available programs to assist them in meeting their career goals, the resources that can be accessed through the One Stop, and about next steps in the process.

All information will be available in English and Spanish. The information will include a listing of all available One-Stop services, community resources, and adult literacy services.

#### **E. Intake Appointment with Intake Unit**

During the intake process, a Human Services Specialist I will complete an intake interview with the customer to determine eligibility for all programs and funding streams and make a preliminary assessment of the client's employment readiness level. Through a structured interview, customers will also have the opportunity to identify immediate barriers, needs and goals. The specialist will enter all customer data into the computer system.

The Intake Specialist will be qualified as a Human Services Specialist I who has the expertise to operate the AOSS (GUMP) software program which completes a "single" application and determines eligibility for a multitude of public assistance programs. If a customer is eligible for public assistance services, the customer is scheduled for an interview with a Human Services Specialist Supervisor. The One-Stop Human Services Specialist Supervisors will be qualified to determine eligibility for all One-Stop programs/services, including the authority to refer clients to CWA social workers (co-located on site) for services.

Case managers at CWA will be cross-trained to be knowledgeable in WIA, WDB, and adult literacy programs. In Elizabeth, if a client enters the One

to a case manager/team. Each case manager/social worker/counselor will be cross-trained to be familiar with all One-Stop programs, as well as the multitude of public assistance programs/services.

A team of cross-trained supervisors will make a review of all case management assignments based on customer needs, number of caseloads, and employment readiness level of the client. Depending on program eligibility, the customer may be assigned to one case manager (WIA intensive services) or to a case management team (WFNJ client). The customer's first appointment will focus on reviewing the assessment information, identifying and discussing resources and options and developing an initial service plan (EDT/IRP) to begin moving toward Employment Readiness goals. Assignments will be made based on what "to work" category the client falls under. These categories may be either "Pre-work", "To Work", "Employable", or "Career Oriented." Case managers will also be responsible for coordinating services and communicating with other agencies as necessary.

Clients assessed at the "pre-work" and "to-work" employment readiness level will require more intensive case management. The pool of supervisors will assign caseloads based on the level of case management required for each client. The goal is to balance caseloads so that case managers have clients that vary in their employment readiness levels, to avoid the possibility of overwhelming case managers with clients requiring intensive services and follow-up. Case managers that have been assigned clients with intensive needs would be assigned less clients to allow for more intensive case management with the understanding that these clients most likely are welfare customers and have multiple barriers to employment as well as some persons with disabilities requesting One-Stop services.

Once an assignment has been made, the client will remain with the case manager/team for all One-Stop services. The intent is to instill consistency for clients going through the employment readiness process.

If the supervisory team determines that the customer may have significant physical and/or mental disabilities then the customer would be referred to the Division of Vocational Rehabilitation Services (DVRS) for their expertise

as well as training in the labor related programs and services. If a customer is eligible for WIA intensive services, the client will be assigned to a WIA case manager. If a customer is eligible for public assistance, he or she will be assigned to a case management team. The case manager/team will be responsible for developing and implementing the customer's IRP, IEP or EDP (Employability Development Plan), as appropriate.

Capacity training for One-Stop agency staff in the collective operations of the One-Stop Career Center System has been scheduled. To prepare for the transition of the major Partners into the Plainfield One-Stop, training sessions have been scheduled to include supervisory and front line staff. Representatives of all the required One-Stop Partners from both Elizabeth and Plainfield will participate in the One-Stop operational training.

For public assistance customers, DSS social workers (Human Services Specialist I) will work with the customer to address all social support issues, such as support payments, access to resources, etc. In addition, the social worker will determine eligibility for deferment from "to work" activities. The social worker will make appropriate referrals for mental health services, substance abuse treatment, domestic violence services or any other related support services.

Other than referrals to support services the case management team will be responsible for all aspects of the IEP, IRP and/or EDP which include:

- ? Completion of the Comprehensive Social Assessment
- ? Implementing grant sanctions
- ? Scheduling of and participation in fair hearings
- ? Work registration
- ? Determination of work activities
- ? Referral to work activities
- ? Referral to work support services
- ? Tracking of participation in "to work" activities

Individuals who are not receiving public assistance, but who qualify for some form of intensive services, will be assigned to a One Stop case manager. This individual will serve as the customer's primary staff contact and will remain the customer's case manager throughout his/her contact with the One Stop.

#### **G. Comprehensive Assessment**

The purpose of Union County's comprehensive assessment process is to provide customers with the information they need to make informed choices about their future and to provide staff with information to assist in goal setting and service planning for the customer.

Assessment is an integral, ongoing part of the One-Stop Delivery System here in Union County. In addition to formal and informal assessments, assessment also includes periodic reviews of a customer's progress towards attainment of his/her program goals. Assessment is a six-stage process that begins in "Informal Assessment."

Stage I. At the completion of this session, a staff person will provide the customer with a customer satisfaction survey to determine if the system is on its way to helping the customer plan a course of action that will assist in meeting stated program goal(s).

Stage II. Assessment occurs after the Intake process. The customer completes another survey to determine if the goals indicated in the system remain consistent with perceived goals. If not, revisions to the goals or plan are made at this stage.

Stage III. Assessment involves review of assigned case management.

Stage IV. Comprehensive Assessment - during this stage further review of the customer's goals and IEP is reviewed.

Stage V. Assessment occurs during Service Planning. A staff person reviews the plan with the customer to determine if it is realistic and attainable.

Stage VI. Assessment takes place while the customer is actively participating in a service or activity; this is the "to work" component. During this stage of

Stage VIII. This is a very structured stage of the assessment process. This stage is completed by the MIS/Follow-up Retention Unit through both written and verbal contact.

Union County College will provide comprehensive assessments at multiple locations throughout the County to avoid unnecessary travel for customers. Union County College's Mobile Assessment Unit will be used for comprehensive assessments to determine both academic and interest inventory levels. The Assessment Unit will be mobile to provide services at both One-Stop Career Centers, both the Elizabeth and Plainfield Union County College Campus and the Bayway Assessment Center in Elizabeth or if needed at a specially scheduled site to provide ease of accessibility for customers. In addition, DVRS can provide specialized assessment.

All One-Stop Partner agencies will utilize TABE & BEST as the standard testing tools. Using a combination of group and individual processes, Union County One-Stop customers will have the opportunity to examine career-related areas such as interests, aptitudes, values, skills, etc. Customers will also participate in literacy assessments using the TABE to identify academic functioning and BEST for ESL customers. Customers will receive copies of assessment results for use in career and service planning. Assessment information will also be placed in the customer's case file and sent to the case manager.

The One-Stop Career system will utilize assessment tools that incorporate and quantify proficiencies associated with the EFF standards: the TABE for basic skills and the BEST for ESL. Training for case-managers/instructors will be required to ensure accurate use of tests and interpretation of learner results, and to support continuous program improvement. The case managers will rely on the results of the standardized assessment tools to make appropriate referrals for training.

The case-manager is critical to the customer's progress in meeting personal and/or job-related goals. If a determination were made that a client is in need of literacy services, he/she would be scheduled for aptitude assessment using the appropriate instrument. If further assessment were warranted, clients would be referred to the Union County College Mobile Assessment

The TBS multiple software assesses students in a variety of areas, and is designed to measure the student's strengths and weaknesses and assess their ability to become productive and successful workers, in specific areas. This also increases employee retention and reduced company expenses. The programs have been validated in both the airline and supermarket industries, resulting in decreases in workers compensation insurance claims, and late/tardiness.

Other elements of this software include: (1) Abilities and Possibilities Test (AP), which measures students' aptitudes and potential to learn skills for a specific occupation; (2) Employability Attitudes (EA), which measures the ability in finding a position, and to identify interventions that would contribute to career promotion; and (3) Employment Inventory (EI), which asks over 260 questions, which are inter-linked to provide a true assessment of a student's work habits/ ethics.

Assessment will be made available to customers with specialized needs. Certain partners will be responsible for different types of assessment based on the customer's specialized need. Union County College Mobile Assessment Unit will be responsible for maintaining data and forwarding information to One-Stop to be entered into AOSOS for case management. Assessment results would be entered into AOSOS for client tracking and to assist clients in obtaining a continuum of services to ensure that their goals are achieved.

One-Stop counselors/case-managers/instructors would be trained to capably perform pre-screening of individuals for medical conditions, i.e. hearing and vision, that may be an obstacle to learning. If it is determined that comprehensive medical screening is necessary to evaluate for learning disabilities, cognitive impairment, psychological, visual, or hearing problems, individuals will be referred to the Division of Vocational Rehabilitation Services, a co-located One-Stop Career System Partner.

Union County considers assessment to be an ongoing process, providing customers and case files updated information as necessary. Therefore, at periodic intervals (at the conclusion of each activity or service and as required by the regulations of any funding streams under which the customer receives services) case managers will determine if it's necessary

Protocols will be established to ensure confidentiality for customers. It will be necessary for staff to have different levels of access to customer information.

Assessment can maximize the benefit to the customer by testing when appropriate and relevant to the customer's goals. It is important for the customer to understand the purpose and process of assessment and how it fits into his or her career plan.

Client assessments are insufficiently supported by other funding, i.e. Supplemental Welfare-to-Work, Division of Family Development, and Workforce Investment Act. When necessary, the WIB is committed to provide comprehensive assessments for all clients in "to work" activities despite funding limitations.

#### **H. Service Planning**

Using information obtained during the comprehensive assessment process, case managers will facilitate customers through the process of:

- ? identifying needs,
- ? identifying resources and options,
- ? making informed choices about goals and strategies,
- ? developing a service plan that meets the customer's needs within program and organizational constraints.

In addition, case managers will refer customers to other community resources and serve as an advocate and broker for the customer in accessing the information and resources they need to meet career goals.

Service planning is considered an ongoing activity and plans will be treated as "living documents." Protocols will be developed for monitoring customer's progress through the One-Stop service system. Case managers will be expected to proactively monitor customer progress, identify upcoming needs and issues, schedule customers for ongoing assessments as appropriate, and continually work with customers to update service plans. Customers will be treated as partners in the process, informed about options and resources

### **I. "To Work" Activities**

Union County is committed to utilizing a structured series of appropriate "To Work" activities to prepare customers to move along the "employment readiness levels." All "To Work" activities will be linked to achieving various employment readiness goals and both the content and structure of these activities will allow customers to develop the necessary skills to eventually become "Career Ready."

The "To Work" activities will include a menu of options accessible to all customers who need them to meet their employment readiness goals. Our approach to "To Work" activities is described elsewhere in this document.

### **J. Outreach**

Customers receiving public assistance who do not attend "To Work" activities require additional outreach to avoid possible sanctioning. CWA, ES and One-Stop will ensure that participation rates are met by conducting follow-up and home visits to ensure that customers show-up for scheduled activities. An informative letter would be sent to clients that explain the programs and the reason(s) they were required to attend the activities. The letter instructs the client to contact his/her case manager within ten days to avoid possible loss of benefits. In conjunction with the letter, all efforts will be made to contact the client by phone.

The DSS has begun performing intensive outreach utilizing the Temporary Extension / Exemption Monitoring Program (TEMP). This program provides in depth services including home visit evaluations; scheduling and transporting clients to special initiative projects, and activity progress monitoring.

In the past, the Division of Social Services had utilized Special Initiative I funding to perform intensive outreach for WFNJ customers not attending required activities. For now, the DSS is using the Special Initiatives I funding for Temporary Exemption Monitoring Program for intensive case management for WFNJ clients approaching their 60-month lifetime limit for benefits.

### **K. Job Search Assistance**

job placement services. This includes job fairs, job postings and job orders, and making referrals to jobs as necessary and appropriate.

The One Stop system makes extensive use of contractors to provide job search assistance for WFNJ clients. Standards for both outcomes and process will be established and communicated to contractors as part of the contracting and monitoring process.

#### **L. MIS Evaluation Team**

The One-Stop system has established a MIS Evaluation Team (MIS/Follow-up-Retention Evaluation Unit Function) that will monitor placements and other data to track program performance and to identify those customers who may not have found work. This team will also monitor customer satisfaction. They will feed this information to case managers who will then be able to contact customers who may need additional assistance.

#### **M. Retention, Advancement and Follow-up Services**

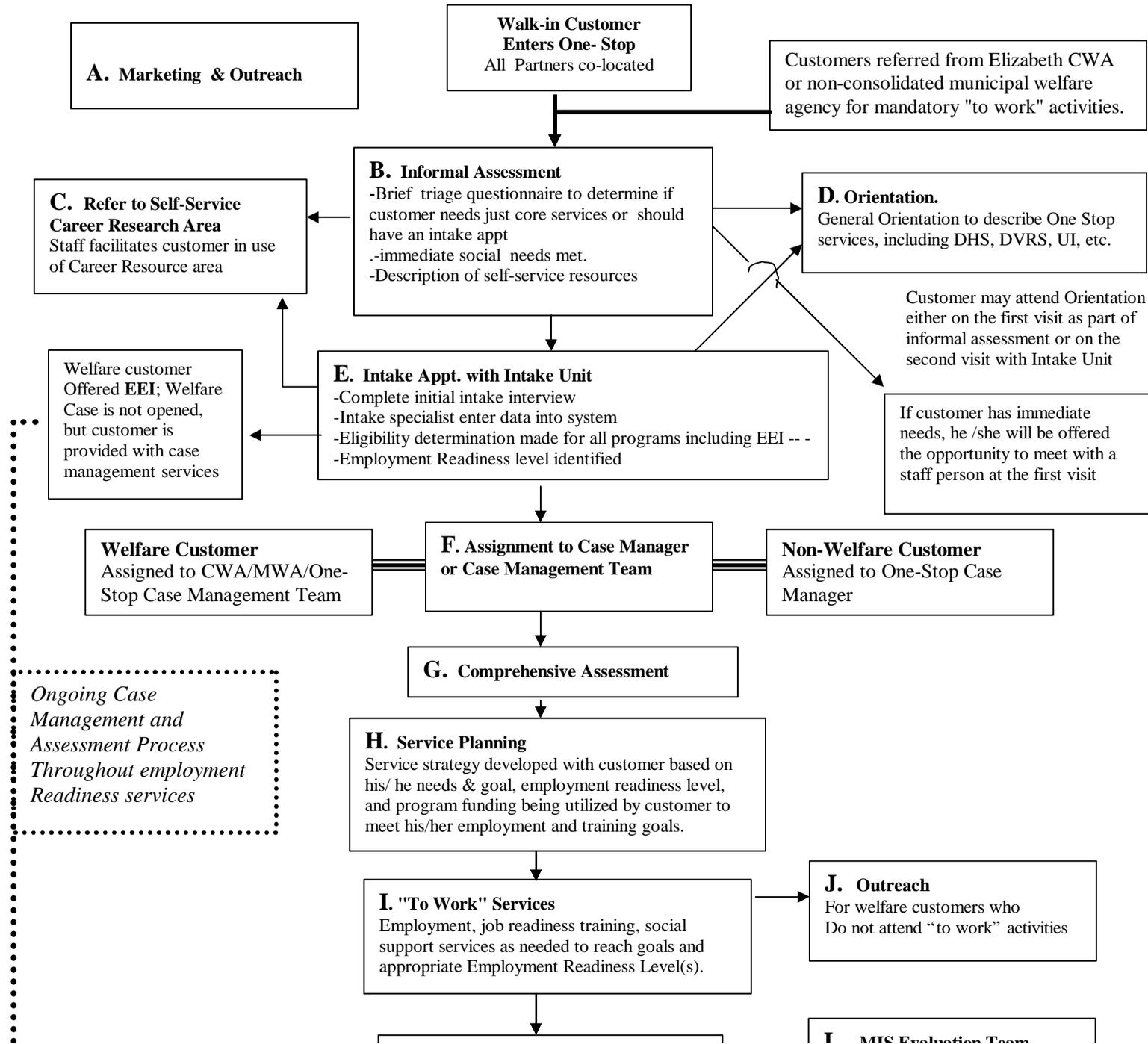
The Union County WIB is committed to the principle of life-long learning. The WIB will explore strategies that will encourage clients to continue to use our One-Stop services.

As customers obtain employment they will receive the following services:

- ? *Exit Interview*--Each employed customer will participate in an "Exit Interview" with a One-Stop staff person. This interview will allow customers to provide feedback on their experience with One Stop services and will also allow the case management team to discuss next steps with the customer. Clients will receive information on One Stop retention, advancement and follow up services and will learn about the follow-up process (i.e., when they will be contacted, what information will be requested, etc.). For customers needing more intensive support, they will also receive information on what to expect during the first week of work and who to contact if they experience problems or issues affecting job retention. At this time case managers will also finalize with the customer his/her employment and support plan to ensure that the customer has addressed all issues related to retaining the job and his/her career path.
- ? *Follow-up Phone Calls During the First Month*—Knowing that the first month on the job is the most difficult, and often the time period during which

- ? It is important to maintain contact with the client after employment and keep the client engaged in the One-Stop system to assist in life-long learning, career advancement, and retention in the workplace. All clients will be encouraged to return to the One-Stop for additional services. Clients that have secured unsubsidized employment will be periodically contacted by case managers and/or designated One-Stop Follow-up Team for at least one year. Information listing One-Stop services and programs clients may be eligible for, e.g. career advancement vouchers and tuition waivers would be sent to clients detailing how they can avail themselves of services to assist in developing career paths. DVRS staff will continue customer contact and follow-up for a minimum of ninety days according to DVRS's requirements.
- ? The WIB will identify successful models of effective post-employment comprehensive programs, e.g. job coaching, that will include a tracking component to monitor outcomes. The outcomes will be performance indicators and this will drive continuous improvement in determining effective programs. Funding for post-employment services would be based on the success of each model with emphasis on job retention and advancement. Recognized best practice models for post-employment activities utilizing the employment, retention, and advancement concept will be utilized.
- ? There will be two "tracks" for retention and follow-up services. WFNJ recipients that have been assessed with multiple barriers to employment would receive intensive retention and follow-up services. Case management protocol for WFNJ recipients would include maintaining close contact for the first month (phone call each week), and for successive months contact every two weeks or as needed. The non-welfare One-Stop clients would be contacted during the first month and every month thereafter, or as needed, for a period of one year.
- ? The One-Stop orientation program would include retention and post-employment services in the list of all One-Stop services provided to the customer.

**UNION COUNTY ONE STOP INTEGRATED SERVICES FLOW CHART**



## **ONE-STOP WELFARE CUSTOMER SERVICE FLOW Overview**

The welfare customer service flow description is based on the assumption that all major One-Stop Partners are co-located in one physical facility. The following welfare customer service flow follows the preceding functionally integrated One-Stop customer service flow. The narrative offers a more in depth description of welfare specific services and the accompanying **One-Stop Welfare Customer Flowchart** found on page **60**.

### **1. Informal Interview/Triage Assessment**

The customer will enter the system by calling or walking into the comprehensive One-Stop. A “greeter” that is assigned to the triage unit will conduct an informal assessment with a brief check-list questionnaire and screen the customer to determine preliminary eligibility for welfare benefits, WIA intensive services, DVRS and assess client for immediate needs. Basic client information is entered into AOSOS.

If the customer may be eligible for welfare benefits or WIA intensive services an appointment is scheduled with the Intake Unit. If the customer has immediate needs (transportation, childcare, clothing, temporary rental assistance), a One-Stop staff person will meet with the customer to offer assistance and based on the customer’s needs and eligibility, make appropriate referrals to community resources. An appointment would be made with a “fast track intake team” to speed up the Intake process. The “fast track intake team” will make every effort to see the client as soon as possible. Also, if the customer appears to have substance abuse issues, he or she will be referred to the Substance Abuse Initiative Program.

Receptionist staff in the Triage Unit will direct customers registered in mandatory four-week job search activities or in PROS, to job search workshops or orientations, as appropriate. If the client is clearly not eligible for welfare benefits or WIA intensive services, the client will be encouraged to visit the One-Stop Resource Area for core services.

If the customer accesses welfare services from CWA in Elizabeth or a non-consolidated **municipal** welfare agency, both agencies will conduct initial assessment and perform the intake function. The CWA in Elizabeth and non-

## 2. Orientation

If practical, customers will be invited to attend One-Stop Orientations as part of their initial visit after informal assessment. If not, customers will be scheduled for a group orientation at their next scheduled visit with Intake Unit. Customers will learn about programs that can assist them in meeting their career goals, the resources that can be accessed through the One Stop, and about next steps in the process.

For WFNJ clients, orientation sessions will cover issues related to program requirements and expectations in addition to information regarding One-Stop services and resources. All information will be available in English and Spanish. The information will include a listing of all available One-Stop services, community resources, and adult literacy services.

## 3. Appointment with Intake Unit

Customers meet with the Intake Specialist who will interview customers and conduct formal evaluations. The formal assessment process will determine if the customer is eligible for welfare benefits, identify and address any immediate needs, or eligibility for WIA intensive services.

The Intake Specialist will enter client information into the AOSS (GUMP) software program to determine eligibility for public assistance programs and input results of assessment into AOSOS. The customer completes the first portion of the IRP. Based on the formal assessment, that includes determination of employment readiness level and program eligibility, the customer may be referred to:

- ? EEI program if TANF customer meets mandatory requirements or volunteers to participate in four week **intensive** job search program
- ? One-Stop Resource Center - if customer determined ineligible for welfare benefits
- ? To Substance Abuse Initiative Program - for customers with substance abuse issues
- ? To Mental Health Initiative - for customers with mental health issues
- ? To case management team if eligible for welfare benefits or deferred or exempt from mandatory participation in "to work" activities
- ? Job search activities if welfare eligible and meets the "employment ready" job readiness criteria

#### 4. Referrals from CWA and MWA

Case managers at the CWA or MWA will perform the Intake function. Customers will be evaluated for TANF/GA eligibility, immediate social and support services needs, TANF eligible client referrals to EEI, and deferrals from mandatory "to work" activities. Case managers will utilize the Employability Development Plan (EDP) to screen customers for issues related to deferrals and exemptions from mandatory "to work" activities and identify immediate needs. The Division of Vocational Rehabilitation Services will use the Individualized Plan for Employment (IPE) as a screening tool to evaluate a customer's social and occupational needs.

After addressing a customer's immediate and social needs and no longer determined deferred, the customer will be referred to the One-Stop Career Center System (OSCCS). An appointment with a One-Stop Career Center System will be scheduled. It is the responsibility of the One-Stop Career System case manager to determine appropriate "to work" activities based on formal assessment including determination of customer's employment readiness level.

#### 5. Early Employment Initiative

Individuals who have worked for a minimum of four months in the past 12 month period (as of the application date), and who have the educational background/employability potential to secure employment, will be enrolled in the EEI Program. Individuals may also enter the EEI program voluntarily. EEI referrals will be made on pending TANF (Temporary Assistance to Needy Families) cases only. A welfare benefits case will not be opened on the individual at this point. In Plainfield, Union County uses an outside vendor to perform intensive job search services for the customer. In Elizabeth, WIA One-Stop staff will provide case management and intensive job search services for EEI eligible customers. It is anticipated that the EEI program will be managed by One-Stop WIA staff at both One-Stop Career Centers.

If the customer secures employment during or after participating in EEI and is income eligible for TANF, GA or Food Stamps, the individual will be referred to the appropriate Intake Unit to complete the Welfare benefits application. Customers that do not secure jobs will be referred to the Intake Unit to complete the welfare benefits application.

#### 6. Case Management Assignment

One-Stop experience as they move through levels of services until achieving “employment ready” and ultimately “career ready.” The case manager/team will remain dedicated to the client throughout his/her connection with the One-Stop system.

If the customer is not at the employment ready level, it would not be appropriate to have the customer enrolled in job search activities. Based on the assessment tools, the customer may be referred to basic skills/ESL remedial programs, supported work or work experience activities.

## **7. Comprehensive Assessment**

A case manager will schedule comprehensive assessments when necessary to appraise a client’s progress. The comprehensive assessment process will evaluate all factors relating to employability, correlated to the four employment readiness level standards. Assessment is an ongoing process and it will be used as a guide for the provision of sequential work related activities to prepare the customer for employment.

At periodic intervals (at the conclusion of each activity or service and as required by the regulations of any funding streams under which the customer receives services), case managers will determine if it’s necessary for a customer to participate in additional assessments to update information. This will include ensuring that the Comprehensive Social Assessment (CSA) is administered by DSS staff when Work First NJ recipients have been collecting assistance for at least 12 months.

## **8. Service Planning**

Case managers will utilize the standard service planning tool, Eligibility Development Planning Tool, adopted by the State Planning Workgroup as a guide in selecting appropriate services.

Welfare clients need to prepare and acquire the necessary skills to become successfully employed. Welfare clients must be determined to be at the employment readiness level to be referred for job search activities. Important considerations in a client’s service strategy will be to have the client engaged in the process and facilitate the client’s career planning.

a higher work ready level. Customers that have been determined to be employment ready may still have barriers that prevent them from moving to self-sufficiency. All efforts will be made to dissolve those barriers or minimize them to allow the customer to advance toward self-sufficiency.

## **9. To Work Activities**

Customers will be referred to programs and services that are designed to assist the customer acquiring the skills, knowledge, and abilities to become employable and lead to career advancement. The case manager will be guided by what is best to provide a progression of services that will prepare the client for employment. Services would include IRP & IEP development, basic literacy/ESL, workplace literacy, unpaid work experience (AWEP, CWEP, internships), and vocational training. The person with a disability can also access DVRS sponsored supported employment or other types of training.

The One-Stop Operator will explore how to expand the range of CWEP and AWEP experiences to be more closely aligned with skill development that leads to employment readiness. All efforts will be made to have the CWEP component tailored to match the client's abilities, goals, and interests.

## **10. Job Search**

The One Stop Career Center system makes extensive use of contractors to provide job search assistance for WFNJ/TANF clients. The case manager would refer customers to vendors for programs that offer appropriate skill development as preparation for customers to reach employment readiness level. For TANF clients, job placement is a component of vendor contracted services. Standards based on outcomes will be established and communicated to contractors as part of the contracting and monitoring process.

Mandatory intensive job search workshops for GA/Food Stamp customers will be conducted by shared Partner/ One-Stop staff. Customers will be enrolled in a four-week intensive job search class that include job development and labor exchange services, after customers are determined to be at employment readiness level. More intensive support services, e.g. job coaching, mock interviewing, would be provided to customers when necessary to better prepare them for employment. Staff will be responsible to communicate customer's progress to their case manager.

## **11. Job Retention, Advancement, and Follow-up Services**

It is especially important for welfare clients with poor work histories to maintain contact with the One-Stop for support and career guidance after finding a job. Clients need to be engaged in the process of personal growth and skill development with the ultimate goal of self-sufficiency. One-Stop case managers or vendors contracted for job placement services for TANF clients will be required to contact the customer and/or employer within the first week on the job to help clients with any issues and be supportive. Intensive retention services would dramatically reduce the need for re-employment services.

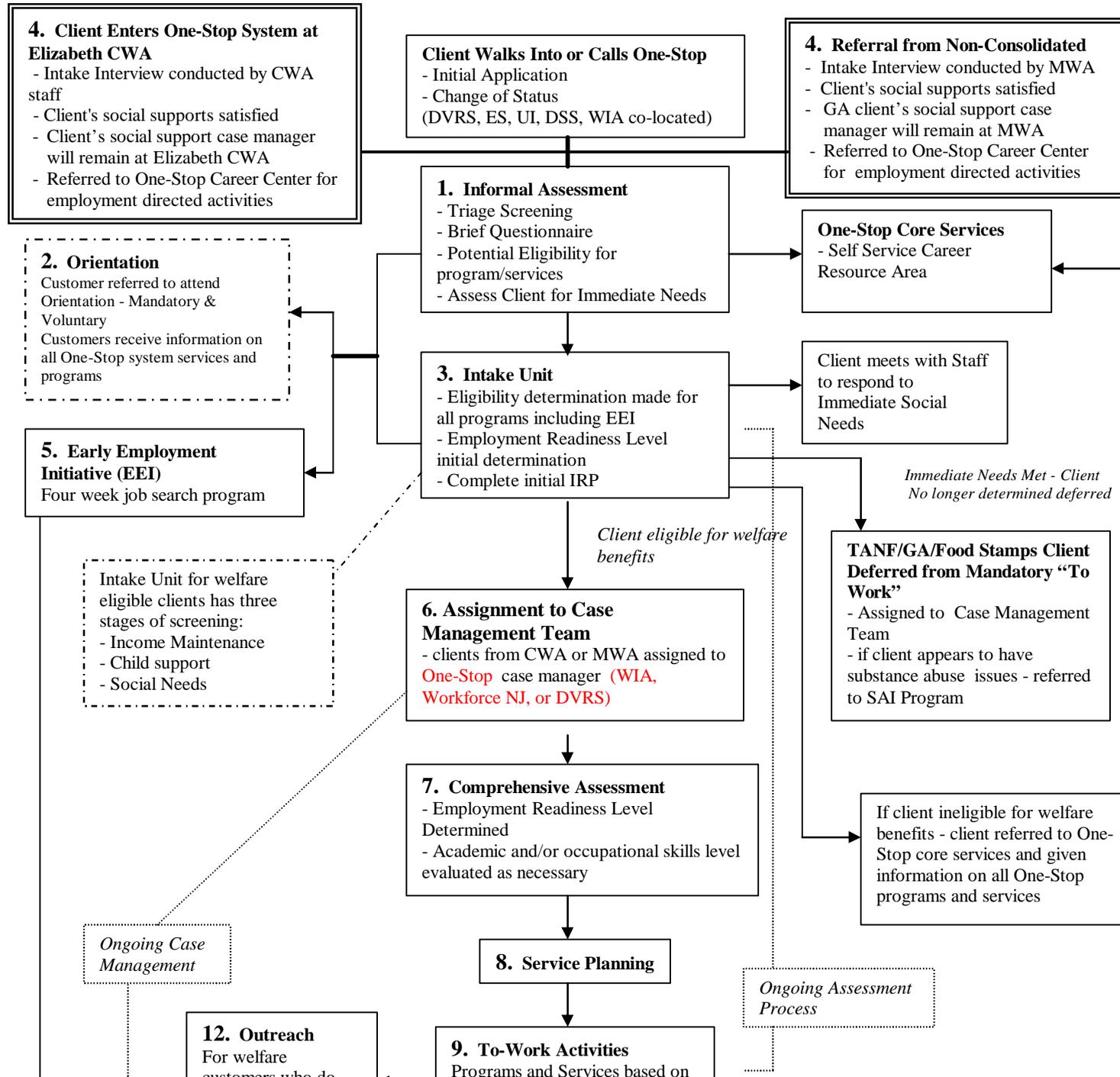
Customers will be encouraged to avail themselves of additional services provided by the One-Stop Career Center System. To provide a path for WFNJ clients to upgrade their skills, case managers will utilize tuition waivers and career advancement vouchers to assist individuals reaching their goals of higher levels of success.

## **12. Outreach**

Customers receiving public assistance who do not attend "To Work" activities require additional outreach to avoid possible sanctioning. One-Stop staff will ensure that participation rates are met by conducting follow-up and home visits to ensure that customers show-up for scheduled activities. An informative letter would be sent to clients that explains the programs and the reason(s) they were required to attend the activities. The letter instructs the client to contact his/her case manager within ten days to avoid possible loss of benefits. In conjunction with the letter all efforts will be made to contact the client by phone.

The DSS has begun performing intensive outreach utilizing the Temporary Extension / Exemption Monitoring Program (TEMP). This program provides in depth services including home visit evaluations; scheduling and transporting clients to special initiative projects, and activity progress monitoring.

# ONE-STOP WELFARE CUSTOMER SERVICE FLOWCHART



### One-Stop Service Integration

The WIB's vision of the integrated One-Stop service delivery system for the 28 service categories is compiled in the **"Should Be" Service Integration Matrix, Attachment I.**

### Case Management Standards

Union County expects that as a result of the case management process, customers will:

<b>KNOW</b>	<b>BE ABLE TO</b>
? Their individual needs & goals	? Contact and access appropriate resources to meet goals and address needs.
? The overall service and career planning process, understanding the "big picture" and his/her individual career path.	? Develop and access a supportive services network that includes both formal (agency) and informal (family, friends, etc.) supports.
? Their options in terms of services and programs, as well as the pros, cons and consequences for each choice.	? Develop, provide feedback on, and implement an appropriate service plan to meet his/her individual needs.
? Where to go for additional information; who to contact with questions, etc.	? Develop and implement a job search plan (this will occur in conjunction with other services, such as job search training)
? Their rights and responsibilities	

### Service Standards

- ? Customers can expect that all staff in the One-Stop System will protect their privacy.
  - o Client information will be maintained in locked files that are secured daily.
  - o Staff will not leave client folders or other information on their desks in plain view.
  - o Client information will only be provided to appropriate staff on a need-to-know basis.
  - o Client confidentiality will only be broken if, in the professional judgment of the case manager and his/her supervisor, the customer is a threat to

- ? Case managers will establish a comfortable atmosphere that encourages the building of trust and rapport with the customer. This includes introducing themselves immediately when first greeting the customer.
- ? Case managers will treat customers as partners in the assessment and service planning and implementation process. Two-way communication and ongoing feedback will be encouraged and supported.
- ? Customers can expect that during case management appointments they will receive the undivided attention of the staff with whom they are working. Staff will not take phone calls or otherwise interrupt a case management appointment except in emergency situations.
- ? Case managers will arrive at appointments on time and if a delay is unavoidable, they will explain this to the customer as soon as possible.
- ? The One Stop system will communicate regularly and positively with customers about their rights and responsibilities in receiving One Stop services. At a minimum, customers will receive this information both in writing and verbally.
- ? One Stop partners will communicate with customers regarding their rights and responsibilities as they relate to grievance procedures of the One-Stop as well as any other remedy the agency has available.
- ? Case management services and communications will be available in both English and Spanish, through bilingual written communications, bilingual staff (where available) and the use of interpreters. For customers requiring services in languages other than English and Spanish, every attempt will be made to locate and use appropriate resources for communicating with the customer.
- ? Case managers will provide all customers with written and verbal information on their availability and ways to contact the case manager, including:
  - o The case manager's office hours and contact information, including all appropriate phone numbers and e-mail.
  - o Best times and methods for contacting the case manager
  - o Procedures for obtaining an appointment
- ? Case managers will maintain ongoing, pro-active communication with customers, checking in periodically to monitor progress and to offer assistance. At a minimum, customers will be contacted at least one week prior to the completion

- ? Supervisors will designate an alternate case manager to handle emergencies or other situations in the case manager's absence.
- ? Case managers will make every attempt to meet with customers at least two weeks prior to the start of a scheduled activity to discuss the activity and how it fits into the customer's service plan and will help the customer to meet his/her career goals.
- ? Case managers will make every attempt to send vendors a complete and legible list of customers at least one week prior to the start of a scheduled activity.
- ? Case managers will participate in team meetings to ensure the timely flow of information and services.
- ? Case managers will work with program coordinators to provide information on customer usage of programs, services and funds so that resources can be allocated appropriately.
- ? Program coordinators will communicate regularly with case managers - to inform them of the availability of program resources so that case managers can appropriately advise customers and make the best use of available resources.
- ? Communication mechanisms will be put in place to ensure that front line staff is aware of changes and issues related to DFD.
- ? Case managers will coordinate ongoing post-employment contact with customers to provide support and encouragement once employment is obtained. This support will be most intensive in the first month following employment, in recognition of the fact that this is the time when customers are most likely to lose or quit their jobs.
- ? Post-employment contact will be at times and places convenient to the customer— i.e., evening hours, contact at home, etc.

Recognizing that the One-Stop system often contracts with outside vendors for job placement and ongoing retention and advancement services, standards for post-employment communication and follow up will be communicated to vendors as part of the contracting process. Adherence to these standards will be evaluated during the vendor monitoring process.

- ✍ If contracted for services - vendors will call clients once a week for the first month (vendor responsibility - written into contract)

# ADULT LITERACY SYSTEM

## IDENTIFIED GAPS IN ADULT LITERACY SYSTEM

- ? A need for a GED testing center in Union County.
- ? A need for increased ESL literacy training.
- ? A need to establish linkages between the One-Stop system and the broader literacy provider community to facilitate customer access of literacy programs outside of the One-Stop system to the full array of One-Stop system services.
- ? A need for a formal referral and tracking process within the network of approved literacy providers that is uniform and will provide feedback on customer status and will facilitate follow-up on customer progress.
- ? Need for the development of linkages and connections between the literacy providers and the One-Stop system.
- ? Lack of sufficient literacy services for non-native English speakers.
- ? Development of a plan between the One-Stop and the literacy providers to jointly develop a priority of service to meet the literacy and employment related needs of unemployed customers targeting the non-native English speakers.
- ? Lack of sufficient literacy services including life skills, work readiness skills, and medical and financial literacy.
- ? Lack of adequate post-employment services.
- ? Need for a standardized client assessment.

## Adult Literacy Overview

Many of the major objectives in the Union County WIB's Year 2002 Adult Literacy Plan have either been achieved or are near implementation. The WIB had adopted a policy of case management for clients in need of literacy services, a database to capture

A Workplace Literacy Lab with thirteen computer workstations is operational at the Plainfield One-Stop. Adequate space will be provided in the new One-Stop facility for the Workplace Literacy Lab, which will offer a friendly learning environment. The same will be true for the Workplace Literacy Lab in Elizabeth, which currently has twelve computer workstations. Each Workplace Literacy Lab has an instructor certified by Union County College. The lab instructor in Plainfield has a master's degree. The minimum standard for an instructor would be the civil service standard for case manager certification.

Protocols will be established for pre and post program assessments. Vendors and grantees agreed that they will have responsibility to input client information into AOSOS, have the client scan card to record services, and conduct case management of their clients.

In response to the gaps in literacy services, the One-Stop Partners and literacy service providers have agreed to develop a literacy services system. The fundamental structure of a literacy services system will include:

- ? Utilizing the four job readiness levels as a guide to determine appropriate literacy services
- ? All literacy providers will adopt the One-Stop system of assessment protocols

There will be a renewed effort to engage faith-based and community based organizations to expand the network of literacy service providers. Integrating these organizations and private organizations into the One-Stop delivery system would strengthen outreach efforts.

The WIB believes that a criterion for self-sufficiency is the attainment of a GED/High School Diploma. All efforts will be made to link programs with available options to the successful completion of a GED. This is a basic requirement for the pursuit of a post-secondary education.

### **Adult Literacy Service Strategy**

There exists an immense need for basic skills remediation services in Union County as documented in the Union County WIB Year 2002 Adult Literacy Plan. In the context of consolidation, literacy services must be coupled with other employment-related services that adequately prepare individuals with the skills necessary in the workplace.

As part of case conferencing, all literacy providers and service vendors will meet with case managers. They will be able to interact and work more closely together to assist in developing service strategies. As part of the case management process, the provider will offer input as to recommended next steps following successful completion of the provider's program.

The Workgroup determined that various methodologies needed to be explored which would utilize local resources more effectively to better prepare individuals with the necessary skills, offer personal growth, and create more capacity. Areas to be explored include:

- ? Investigate the effectiveness of Smart Cards to document services and create career portfolios
- ? Closer relationship with County Apprenticeship programs
- ? A menu of services that can link programs funded by different sources
- ? Provide additional literacy services for native and non-native English speaking customers functioning at or below the third grade level
- ? Additional capacity for ESL instruction
- ? Better program coordination
- ? System of client tracking
- ? Update community resources

To reduce waiting time for literacy services, every two months a WIB staff member will provide the One Stop Operator with an updated literacy provider list with contact names and telephone numbers and a vendor list of services categorized by National Reporting Standards Educational Functioning Level. The One-Stop Operator will provide the list to One-Stop Office Managers and front line staff. A list of all literacy service providers will be distributed at the One-Stop Partners meeting so they are made aware of these services and available slots.

To ensure that front line staff is knowledgeable regarding literacy services the One-Stop Operator will conduct a survey to ascertain the familiarity of front line staff with literacy services. Adult literacy services training on recommended client and service flow will be provided to One-Stop system staff. Available services and specific examples will be included to familiarize staff with system approach to the delivery of services.

All clients entering the One-Stop system will be scheduled for group orientations that will provide a menu of One-Stop services. Printed adult literacy information and One-

the client in setting realistic goals and help to establish a series of steps to achieve these goals.

If necessary, customers will be referred to the Union County College Mobile Assessment Unit for comprehensive assessment of basic skills competencies using the TABE and/or BEST assessment tools. Based on the results of assessment testing, the case manager will make determinations as to the basic skills needs of the client. An Individual Employment Plan (I.E.P.) will be developed. Based on the outcome of an individual needs assessment, eligibility; funding availability, and waiting list, customers are referred to an appropriate provider for services, which may include access to the One-Stop Workplace Literacy Labs or appropriate eligible training providers based on the level of instruction needed.

Due to the comprehensive nature of WIA, a requisite for WIA Title II program funding, is a WIB recommendation form that acknowledges receipt of organization's intent to submit a proposal and to ensure that the proposal is consistent with the local WIB strategic workforce development plan. The One-Stop Operator, the Workforce New Jersey Elizabeth Office Manager, and DVRS Manager regularly attend the WIB's Literacy Committee meetings. Through this forum information regarding NJDOE, NJDOL, and HUD adult basic skills and ESL grants are disseminated.

A WIB staff person will follow-up with grant applicants to ascertain if the proposal was successful in obtaining funding. An updated list of recipients of adult literacy funding and their services would be compiled and forwarded to the One-Stop Operator and thereby distributed to all One-Stop system agencies. The One-Stop Operator would be aware of all programs and would refer clients to organizations that have been successful in obtaining literacy funding.

Relationships have been forged among the various adult education organizations and a formal referral process is under development. To track customers receiving services, an "Intake Team" would be sent to a provider site to register individuals in AOSOS and the Scan Card database. Subsequent to data entry, the Scan Cards along with printed information of One-Stop services, would be sent to the provider agency to be given to students.

To prevent unnecessary backlogs of clients waiting for services, at each monthly One-Stop Partner meeting and WIB Literacy Committee meeting a standard informational

### **Adult Literacy Assessment Process**

The Workgroup recommended that the literacy system have a structured assessment process. Since there are multiple points of access to literacy services, assessments will be conducted at the One-Stop or by literacy providers.

There are three stages in the assessment process.

1. Informal assessment - will occur at the One-Stop in the triage phase or by literacy service providers at registration. The informal assessment includes information obtained through observation and conversation with the customer.
2. Formal Assessment - comprehensive evaluation of literacy skills, education and work history. The TABE, BEST, LVA READ, LVA ESLOA test instrument will be administered to determine the customer's academic level.
3. Ongoing Assessment - to evaluate the client's progress

### **Menu of Services**

The One-Stop will explore available resources to develop a directory of all known adult literacy and occupational programs in Union County. The directory will list programs/services, basic academic requirements, starting dates, contact information, and curricula.

Initially the directory will include programs offered by Union County College, Literacy Volunteers of America, One-Stop, Linden Adult High School, Workforce Advantage, Union County Vocational/Technical Schools Adult High School, Elizabeth Housing Authority, PROCEED, and the Retail Skills Center. The call center will update the directory every three months including information regarding slot availability and waiting lists.

To offer convenient access to the directory, it will be maintained on the WIB's Website: [www.ucnj.org/wib](http://www.ucnj.org/wib). Links to other services and information will also be available.

### **Program Coordination**

There needs to be a structured process for program coordination. The One-Stop and affiliate literacy service providers will enter customer information into AOSOS and provide case management depending on where the individual enters the system. For example, once an adult completes his/her education at the Adult High School there are

more capacity to address this need. The directory would provide additional training information and the adult literacy call center number would be provided. In this way, a system would be instituted whereby adults would have a list of options available to pursue literacy services and/or occupational training when they would otherwise be placed on waiting lists.

### **Client Tracking**

It was determined that one of the key components in a literacy services system would be the ability to track clients. It would be helpful if literacy service providers could easily ascertain the services provided previously to the client and what happens after the client leaves the program. The agreement with all literacy providers to use AOSOS to register clients and provide case management will remedy this deficiency.

The One-Stop will require WIA Title II grantees to register students in AOSOS. Scan Cards will be issued to all students. This will be utilized as the tracking function for adult literacy services. Scanners will be available at all One-Stop affiliate sites.

### **GED Testing Center**

The One-Stop will utilize the Union County College Bayway Comprehensive Assessment Center to offer GED Testing in Union County. The GED Testing Center will become operational shortly.

## **ADULT LITERACY SERVICES & CUSTOMER FLOW - REFER TO [ATTACHMENT J](#)**

### **A. Accessing Literacy Services at Multiple Entry Points**

Customers will access One-Stop literacy services at multiple entry points. In the consolidated and integrated One-Stop system of literacy services, a brief literacy assessment will take place during an initial interview. The multiple entry points are:

- o The Elizabeth and Plainfield One-Stop Career Centers. Customers will meet with a counselor in an initial interview. As part of the initial interview the counselor will observe the customers oral and written communication skills to identify if a literacy issue exists.

The customers accessing literacy services directly through the One-Stop Career

the customer's oral and/or written communication skills will be observed to assist in determining the appropriate level of intervention.

The customers accessing literacy services at the community literacy providers and are those who will actively seek literacy interventions. Their goals may or may not be employment related.

**B. Adult Literacy Assessment and Service Planning - Refer to Attachment K**

Literacy providers within the One-Stop system of literacy services will use assessment as a tool to evaluate customers' literacy needs within the context of meeting their goals, including employment. Literacy assessment will also be used to identify the most appropriate literacy intervention to assist customers in meeting their overall goals. Literacy assessment occurs at various service points as follows:

- At the initial interview to determine if a literacy issue exists and to identify the most appropriate path for addressing a literacy issue.
- During the formal assessment process through an in-depth interview to determine customers' needs, challenges and barriers (learning differences, support services). This is accomplished through observation; information provided by customers', use of questionnaires.
- During testing based assessment using both standardized tests and tests developed by specific providers. These are used to determine placement in specific programs and the most appropriate instructional intervention.

Standardized assessment instruments include TABE, BEST, LVA Read, and LVA ESLOA as well as literacy provider developed assessments.

Literacy assessment provides information that is critical in assisting customers in developing literacy and employment related goals and choosing the most appropriate literacy intervention.

Workforce New Jersey staff will continue to conduct the TABE assessment for public assistance clients receiving GA and/or Food Stamp services.

The WIB has established the Union County College Mobile Assessment Unit to conduct comprehensive client assessments for One-Stop customers where and when needed

referred to the Union County College Mobile Assessment Unit. The case manager is critical for the system to function effectively. It is important to have certified case managers that are trained to make the correct determination of services. Important considerations in the assessment process would include defining the participant's occupational goals, and the educational levels required to reach those goals. The whole client evaluation process will take into account the various assessment tools utilized by service provider organizations whereby case managers would evaluate the appropriateness of the test and reliance on results. The goal of instituting standardized assessment tools to be used across "to work" programs would provide uniformity in client evaluations and help to develop measures of accountability that will help drive continuous improvement in the system.

Union County One-Stop Career Centers use the TABE for assessment purposes. All of the One Stop Career system partnering agencies, providers and the One Stop Career Centers would refer clients to Union County College's Mobile Assessment Unit for comprehensive assessments.

GED testing services will be provided through the One Stop Career system by the establishment of a GED testing center at Union County College's Bayway Assessment Center. Test materials have been purchased and a GED examiner has been identified. A calendar that identifies regular test dates will be developed and distributed throughout the county.

At the time of submission of this plan, the Union County One-Stop has entered into an agreement with Union County College to provide a comprehensive TABE assessment and orientation to the GED program to 700 pre-screened individuals seeking a GED. The top 100 TABE test scorers will be selected to take the fast track 90-hour GED preparation program.

Literacy service planning in the One-Stop system of literacy services will include the following:

- Customer expectations and individual responsibility will be established.
- For One-Stop customers direct connections between the literacy intervention and customers' employment goals and job search plans will be made.
- For One-Stop customers literacy service planning will be part of the customers

- The One-Stop and community literacy provider counselors will provide customers information on available literacy services, connections to the services and next steps.

### **C. Referrals to Literacy, Employment and Career Services**

In the One-Stop Career Center System, customer referrals for literacy services will be to the Workplace Learning Centers at the Elizabeth and Plainfield One-Stop Career Centers and, when appropriate, to the Community Literacy Providers:

- The Workplace Learning Centers at the Elizabeth and Plainfield One-Stop Career Centers will be the first source of referral for literacy intervention for One-Stop Career Center customers with literacy skills above the 4<sup>th</sup> grade level.

Each Workplace Learning Center provides short-term workplace related literacy instruction. Each Workplace Learning Center consists of a computer lab (12 stations in Elizabeth and 13 stations in Plainfield), that provides self-paced instruction. Additionally, self-directed GED preparation is also available in each lab.

- Customers determined through the initial literacy assessment to have a low-functioning literacy level (below 2<sup>nd</sup> grade) will be referred to LVA for in-depth assessment and appropriate one-on-one tutorial instruction in both basic literacy and English as a Second Language skill development.
- There are no available slots in the Workplace Learning Center lab, and the customer is eligible for WIA and funds are available to pay for the literacy intervention.

A formal referral process will be developed for clients to receive sequential literacy services. It will be standard practice for providers of basic skills and ESL services to refer clients back to the One-Stop at the completion of their program. Referrals will flow in both directions from the One-Stop to the literacy providers and in the reverse direction for eligibility determination, and a funding grant.

Referrals to literacy services within the One-Stop system will be through formal processes. The process will be dual focused to refer customers to literacy services at community literacy providers and also to refer customers from community literacy

- Provide a directory of contacts and phone numbers for all literacy programs in Union County.
- Develop a customer support procedure to ensure that customers can access the career and employment services they need to obtain employment at the One-Stop Centers.
- Establish a schedule of monthly team meetings to discuss customers' progress.

#### **D. Instructional Interventions**

Instructional interventions are predicated on the customers' identified needs and on the results of assessment. Literacy providers adhere to the educational functioning levels as outlined in the National Reporting Standards system.

These interventions include:

- Adult Basic Education and GED preparation
- Workplace literacy and work readiness skill development
- English as a Second Language
- English as a Second Language and Civics
- Family Literacy
- One-on-One Instruction

#### **E. Outcomes**

The literacy intervention determines the outcomes and the measurement indicators used to document outcome attainment. In all literacy programs the outcomes vary dependent on the customers' goals. The most common outcomes from a literacy intervention include the following:

- Incremental growth
- Attainment of an education or training related credential
- Employment
- Citizenship
- Pursuit of occupational training
- Post secondary education placement

#### **Coordination of Resources**

Utilizing the inventory of literacy service providers list, One-Stop staff would contact

Union County has One-Stop Centers in Elizabeth and Plainfield; workplace literacy and basic skills labs are integrated in each location. These Centers are equipped with certified instructors that provide individualized training to individuals using the latest adult literacy and basic skills software programs. These instructional materials assist the customers in improving their basic skills competencies which will raise their employment readiness level.

Each One-Stop Partner agency would be made aware of the additional services provided by the supplemental workforce funds for basic skills. Subsequent to issuing Scan Card and registration in AOSOS, each client would participate in the One-Stop orientation where staff would provide information on Workplace Literacy services and community resources. All materials explaining assessments, employment plans, basic skills and ESL services would be included in the orientation package. These materials would be available in both English and Spanish.

One-Stop Career System case managers will develop an Individual Employment Plan (IEP) for all eligible clients. The IEP will detail the strategy to attain an individual's agreed upon realistic goals. The client, in concurrence with the case manager, will determine appropriate services. A prescriptive criteria needs to be formulated to help case managers direct appropriate services for clients, i.e. client profiling. The Committee hopes that the AOSOS has the robust functionality to support the adult literacy case management function: to track clients through the service delivery system, record test results, and maintain electronic transcripts.

In March 2002 the One-Stop Operator and Union County College established the USDOE funded program, Community Learning Networks-Expansion (CLoNE). This program provides specialized basic skills software offering self-paced English and math instruction, down to low Level 1 functional literacy. Instruction is provided through interactive software that can be utilized by individuals who function at a first grade level. The software is comprised of three components that cover K-12 competencies. This program offers services that were previously unavailable to our residents.

The Community Learning Networks-Expansion (CLoNE) will expand the ongoing and successful "project to stem the digital divide" by providing additional access to basic skills and ESL instruction and information technology for residents of the two major Union County underserved target areas: Elizabeth and Plainfield.

disadvantaged residents of Elizabeth and Plainfield to improve their skills and, therefore, their economic status.

The three existing Community Technology Centers (CTCs) are located at the Housing Authority of the City of Elizabeth (HACE), the Elizabeth Public Library (EPL) and Union County College's Elizabeth Urban Campus. With the expansion to the Elizabeth and Plainfield One-Stop Career Centers and PROCEED (a community-based organization) outreach efforts will be intensified throughout the One-Stop Career system, to provide services to the underserved and at-risk segments of the target population.

The NJ Workforce Literacy Program is a basic skills program that is operational at the Elizabeth and Plainfield One-Stop Career Centers. This program delivers occupational literacy programs and basic skills services using digital television technology and the Internet. The New Jersey Network (NJN) provides interactive training instruction that allows participants to work at their own pace. This program is a partnership of NJN, the NJ Departments of Labor, Commerce, and Human Services, in partnership with the WIB's One-Stop Career Center.

The Workforce New Jersey Learning Laboratory provides severely needed educational services to adults who, for a variety of reasons, are deficient in English and/or math. The class size learning laboratories are an efficient and economical method for basic skills service delivery. With the support of organizations that provide individualized tutoring (i.e. Literacy Volunteers of America), program integration is stronger and individuals will have at their disposal an array of basic skills services that can be tailored to their individual needs.

The integration of the Union County College Career Institute's Community Learning Networks-Expansion (CloNE) programs with New Jersey Learning Laboratory services provides comprehensive basic skills instruction from Level 1 to Level 3, including all levels of ESL education.

Subsequent to registration in AOSOS, the client would meet with a case manager and an employment plan would be developed for the individual to attain realistic goals. Depending on the academic level of participants, appropriate services would be determined. If clients are assessed at functioning at Level 1 (at or below the fourth grade level), they would be referred to agencies that provide individualized tutors, i.e. Literacy Volunteers of America, or if functioning above the fourth grade level,

assessment. If appropriate, customers would be referred to DVRS for medical screening to investigate low scoring. All clients would be registered in AOSOS for case management and tracking. Participants accessing services through the One-Stop would be registered under WIA guidelines for core, intensive, and/or training: as appropriate.

Bilingual case-managers will make it easier for clients with limited English proficiency to obtain the services they require. Case managers will play an essential and necessary role in assuring that all clients achieve their objectives, both in overall literacy and in gaining suitable employment opportunities.

### **Follow-up**

Contact with clients would be initiated through the MIS/Follow-up Retention Evaluation Unit, via telephone or letters, to post-literacy participants after 60 days to see if they need other services or if they became employed. Case management would include assisting these clients in facilitating a job match with the Workforce New Jersey Employment Services computer system and/or providing additional job readiness services.

### **Conclusion**

There are numerous new strategies developed in this plan that require additional consideration on how to proceed with implementation and to identify what obstacles if any may preclude the realization of these policies. Union agreements, civil service titles and status, funding, may make some integration strategies impractical.

The WIB in exercising its oversight responsibility will put in place standards and establish performance benchmarks that will drive the system to achieve continuous improvement and deliver the highest quality of services. The establishment of two comprehensive One-Stop Career Centers with the major required partners on-site will facilitate high-level service integration and increased interaction and communication. With limited resources and indeterminate funding, the WIB understands the need for resource leveraging and anticipates the new centers will offer more services at the current funding levels due to consolidating functions across agencies and shared costs.

The shift from the ultimate goal of meeting program requirements to a customer focused holistic approach in meeting the customer's needs may have a negative impact on performance indicators in the short-term but the change in the provision of services over time would benefit system performance.

## SECTION THREE

### TEST CASE SCENARIOS

The following twelve test case scenarios are in response to specific questions posed in the planning guidelines regarding how the Union County One-Stop Career Center System would provide services for customers in these test cases. The service flow is depicted in a flowchart for each test case scenario.

As we applied our integrated services framework developed in the Plan to respond to the specific questions in the planning guidelines regarding the test case scenarios, it became apparent that there many common answers. To avoid repetition, the common responses below preface the individual test case scenarios.

#### Common Answers

**How will communication between Partners be achieved? How is program completion or job placement communicated to all Partners involved in the service flow?**

With all major One-Stop Partners co-located on site, there will be the opportunity for increased interaction and communication among various agency staff. The team approach to case management will elevate the level of communication among partner agencies. Staff from various agencies will be involved, as necessary, to determine appropriate service strategies to move the client along the employment readiness continuum until the client's goals have been achieved. Case conferencing will also support increased communication among the One-Stop Partners and other organizations involved in the client's service strategy.

The use of AOSOS as the case management information system will link the One-Stop Partners. DVRS, WIA, ES, and UI One-Stop Partners will have access to AOSOS and will input client information regarding activities, assessment results, services, job placements, and contacts. AOSOS will be a repository for all work related client information.

**Who will be involved with the face-to-face work with the customer? Who will facilitate the referrals to various One-Stop Partners? Who will be responsible for oversight or case management? What are the WIB and the One-Stop Operator roles in monitoring the level of service and integration of One-Stop Partners?**

The multidisciplinary interagency case management team would facilitate the referrals to various One-Stop Partners. As a team, the social worker will make referrals to social and financial services and the WIA case manager would make referrals for employment related services. The case management team will provide oversight to determine appropriate referrals to service and monitor the client's progress through the system.

Staff comprised of the case management team will have continuous personal contact with the customer. One-Stop staff that will have direct contact with the customer will depend on the type of services the customer needs. Staff that would interact directly could include case managers/counselors/social workers, job placement staff, job developer staff, Workplace Literacy Lab instructors, and Resource Area staff. In Juvenile Justice adjudication cases a Probation Official staffed full time at the One-Stop would be closely involved with the customer.

The One-Stop Management Team would provide oversight for the case management function, monitoring the level of service and service integration among One-Stop Partner agencies. The WIB and the One-Stop Operator will ensure that the monitoring of various levels of service and coordination of services among the Partners will be implemented appropriately upon co-location.

**How will use of a Scan Card system benefit the customer and the One-Stop System?**

For the customer, the Scan Card system will provide easy access to all One-Stop core services and for any literacy, intensive or training services the customer is determined eligible to receive. It would eliminate the need for repetitive customer registrations and sign-in sheets when accessing services.

The Scan Card system would provide the One-Stop System with accurate current information regarding:

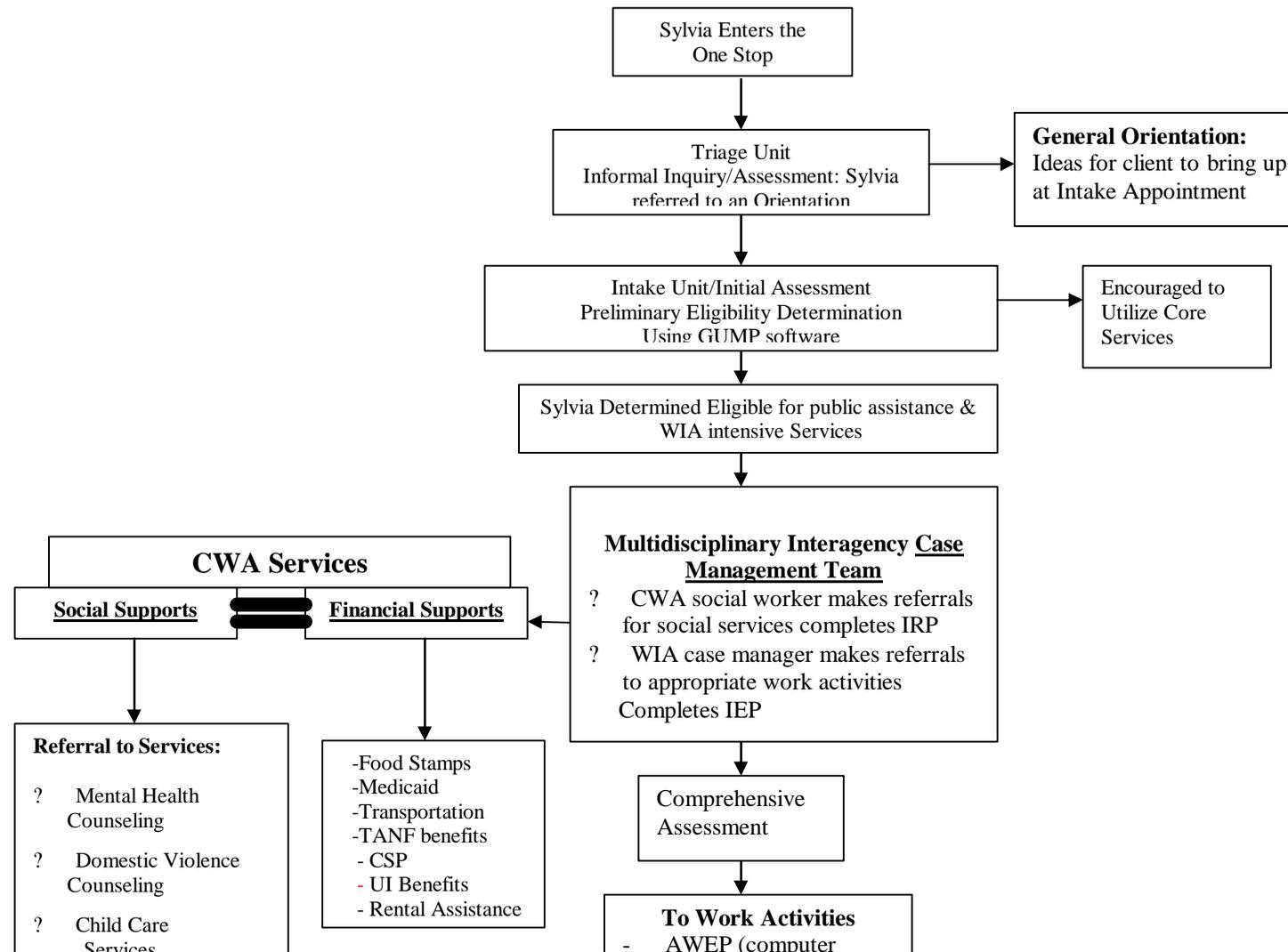
- 2. number of customers accessing services over a stated period of time

AOSOS would have current information and reflect the number of services provided and the level of services in a concise format. The information if AOSOS would be more reliable and useful as a system management tool.

**What plans are there for follow-up activities?**

Protocols have been developed to guide case management staff with respect to follow-up and retention activities. The extent of a customer's barriers to achieving "employment readiness" and past work experience will determine the intensity of follow-up and retention activities. Customers will receive, at minimum, ongoing support from the case management team and/or vendors until the customer has reached the "career ready" level and has reached the retention benchmark for performance.

Case Scenario: **Sylvia** has come in to the One Stop. Sylvia divorced her husband after fifteen years of fighting over bills and mortgage payments. Her ex- husband is an insurance broker at a small firm. He is not doing very well so his child support and alimony payments are not able to support Sylvia and her six children, who are all in elementary school. On the rare occasions when he comes to visit the children, he is often abusive. Sylvia is eligible for food stamps but doesn't know it. Sylvia is eager to get a job so that can start contributing to the family income, but she is particularly concern because, although she has a collage degree in philosophy, this will be her first time in the labor market and she has no practical work experience. Sylvia never learned to drive a car.



<b>Assessment Information</b>
? Divorced after 15 year marriage /displace homemaker
? 6 elementary school age children
? Father behind on child support & alimony
? Eligible for Food Stamps
? Eligible for WIA Dislocated Worker Funds
? Bachelor's Degree in Philosophy but no work experience
? No Drivers License
? Looking for work

**What different Partners will be involved in assisting the customer? What State, County and local services will be accessed through all the Partners? Which services, if any, are contracted out? Which services will be provided by State or County staff?**

<b>Services</b>	<b>Provider / Funding Source</b>
CSP -Child Support Paternal	State/County One-Stop Partner
<i>Social &amp; Financial Support Services</i> Child Care, Food Stamps, Transportation, TANF Benefits, Mental Health Initiative, Medicaid	CWA Community Resources
Child Care	4 C's
Domestic Violence Counseling	State
WIA Core & intensive services	State/County One-Stop Partners
Comprehensive Assessment	UCC - County One-Stop Partner
AWEP - with computer literacy	local vendor
Drivers Education Training	local vendor - WIA Dislocated Worker Funds
Job Search / Job Development	State/County One-Stop Partners
Job Retention & Advancement	State/County One-Stop Partners

**What plans are there for follow-up activities?**

Sylvia will be contacted within the first week on the job to help with any issues. She will also be told of career advancement vouchers that may to help her utilize her educational background

**What funding sources will be accessed for services to the customer?**

Wagner-Peyser

Medicaid

TANF - Child care, Transportation

Mental Health Initiative

NJDOE

WIA - core & intensive services

WIA Dislocated Worker funds - training services

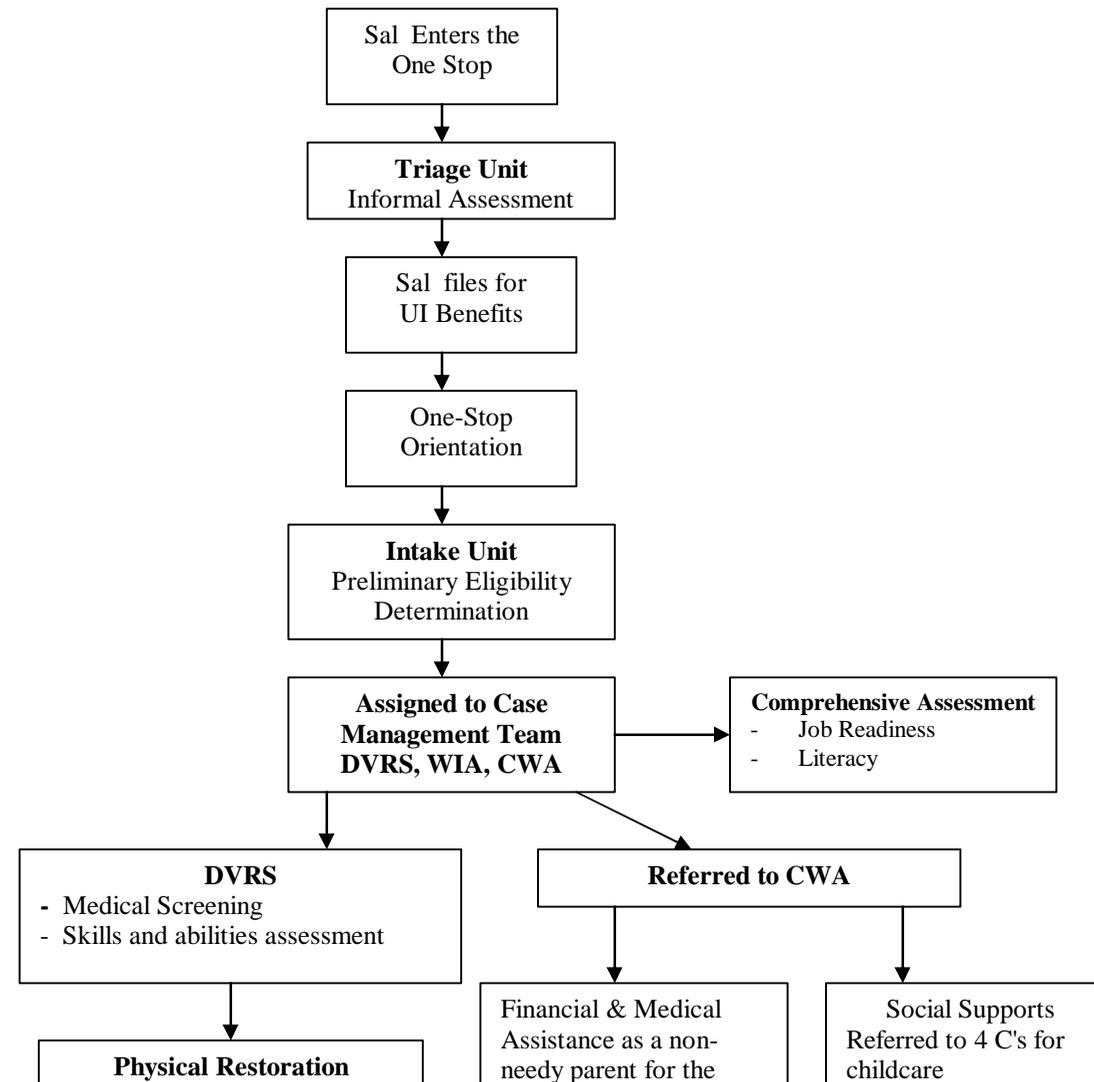
**Are there legal requirements that must be met by the Partner?**

? Eligibility for a particular Partner's service

? Confidentiality

? For food stamp program - mandatory 30 hours participation in approved activities

Case Scenario: **Sal** came to the One Stop to file for Unemployment Insurance. Sal is a 55-year old dislocated worker; although he was part of the union at the local automobile -manufacturing plant, he was laid off due to slow sales and the state of the economy. Sal has no post -secondary educational background, only a GED, which he received at the age of thirty-seven. Sal is unable to stand for long periods of time and has just recently had considerable difficulty hearing. Sal's daughter, the mother of three children under the age of seven, dropped her children off at his house and has not been heard from in three months. Sal has hired a person to provide live-in childcare, but may no longer be able to pay for it.



<b>Assessment Information</b>
? Filing for Unemployment Insurance & TANF
? 55 years old dislocated worker previously Union worker in auto plant
? Has a GED
? Unable to stand for long periods of time and hearing difficulties
? Caring for daughter's 3 children under 7 - Daughter missing for 3 months
? Paying for live-in childcare that he can no longer afford

**What different Partners will be involved in assisting the customer? What State, County and local services will be accessed through all the Partners? Which services, if any, are contracted out? Which services will be provided by State or County staff?**

<b>Services</b>	<b>Provider / Funding Source</b>
Unemployment Insurance	State/County One-Stop Partner
<i>Social &amp; Financial Support Services</i> Medicaid, Financial Assistance, Food Stamps, CSP	CWA Community Resources
Childcare	4 C's
Skills & abilities assessment	DVRS
WIA Core Services	State/County One-Stop Partners
Comprehensive Assessment	UCC - County One-Stop Partner
Hearing Aid / physical therapy	Contracted vendor/DVRS
Occupational Training	Contracted vendor/ DVRS or WIA Dislocated Worker Funds
Job Search / Job Development	State/County One-Stop Partners
Job Retention & Advancement	State/County One-Stop Partners

**Who will be involved with the face-to-face work with the customer?**

CWA social worker, WIA case manager, DVRS counselor and One-Stop staff from many of the Partners would work closely with the client. The multidisciplinary interagency case management team would facilitate the referrals to various One-Stop Partners. As a team, the social worker will make referrals to social and financial services and the WIA case manager would make referrals for employment related services. The case management team will provide oversight to determine appropriate referrals to service and monitor the client's progress through the system.

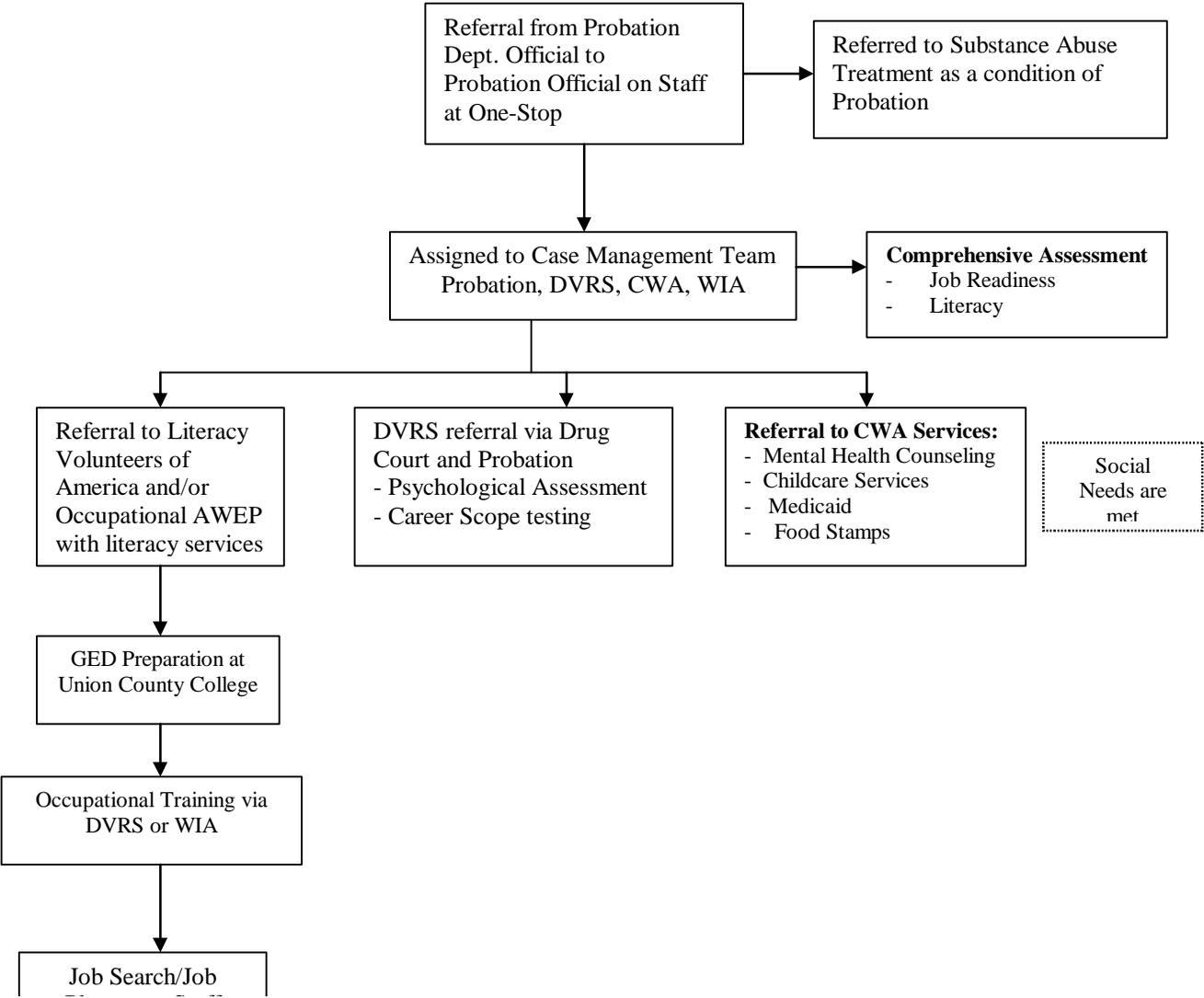
**What funding sources will be accessed for services to the customer?**

- ? Medicaid
- ? TANF
- ? WIA
- ? DVRS
- ? WIA Dislocated Worker funds - training services
- ? Wagner-Peyser

**Are there legal requirements that must be met by the Partner?**

- ? Eligibility for a particular Partner's service
- ? Confidentiality

Case Scenario: **Jana** is twenty-two years old and on **welfare (TANF)**. Her husband cannot be located. Jana has had numerous brushes with the law and is currently on probation. She has elderly parents who are unable to help her and Jana has a substance abuse problem that she has not been able to overcome. Her son Bo and her daughter are twins; they are almost five years old. When Jana give birth to her children she dropped out of Freehold High School, and so has no diploma. Jana can get by but her literacy skills put her in the bottom rung of literacy competency. Her twins have kept her so busy, she has not had a chance to go back to school, nor has she ever held a job.



<b>Assessment Information</b>
? 22 year old TANF recipient
? Husband missing
? On Probation
? Substance abuse issues
? Elderly parents who can't help
? Twin five year old children
? No HS diploma or GED
? Low literacy skills but can "get by"
? No work experience

**What different Partners will be involved in assisting the customer? What State, County and local services will be accessed through all the Partners? Which services, if any, are contracted out? Which services will be provided by State or County staff?**

<b>Services</b>	<b>Provider / Funding Source</b>
Referred to: - Substance Abuse Counseling - Mental Health Psychological Counseling	Probation
CSP -Child Support Paternal	State/County One-Stop Partner
<i>Social &amp; Financial Support Services</i> Child Care, Food Stamps, Transportation, TANF Benefits, Mental Health Initiative, Medicaid	CWA and/or MWA
Child Care	4 C's
- Check for Learning Disabilities If Jana determined eligible: - contract services for short-term supported employment	DVRS
WIA Core & Intensive Services	State/County One-Stop Partners
Comprehensive Assessment	UCC - County One-Stop Partner or DVRS (as appropriate)
Occupational AWEP	vendor/TANF
Remedial Literacy Education	Literacy Volunteers of America/NJDOE
Training	DVRS or WIA (as appropriate)

One-Stop Partners. The case management team will provide oversight to determine appropriate referrals to service and monitor the client's progress through the system. Vendors that provide occupational training and literacy services would work closely with Jana.

**What funding sources will be accessed for services to the customer?**

- ? TANF
- ? WIA
- ? Wagner-Peyser
- ? DVRS
- ? Probation
- ? NJDOE

**What plans are there for follow-up activities?**

Jana would need intensive follow-up and retention activities due to her numerous personal issues and lack of a work history. Vendors and case managers would maintain contact for at least one year.

**Are there legal requirements that must be met by the Partner?**

- ? Confidentiality
- ? Eligibility for a particular Partner's service
- ?

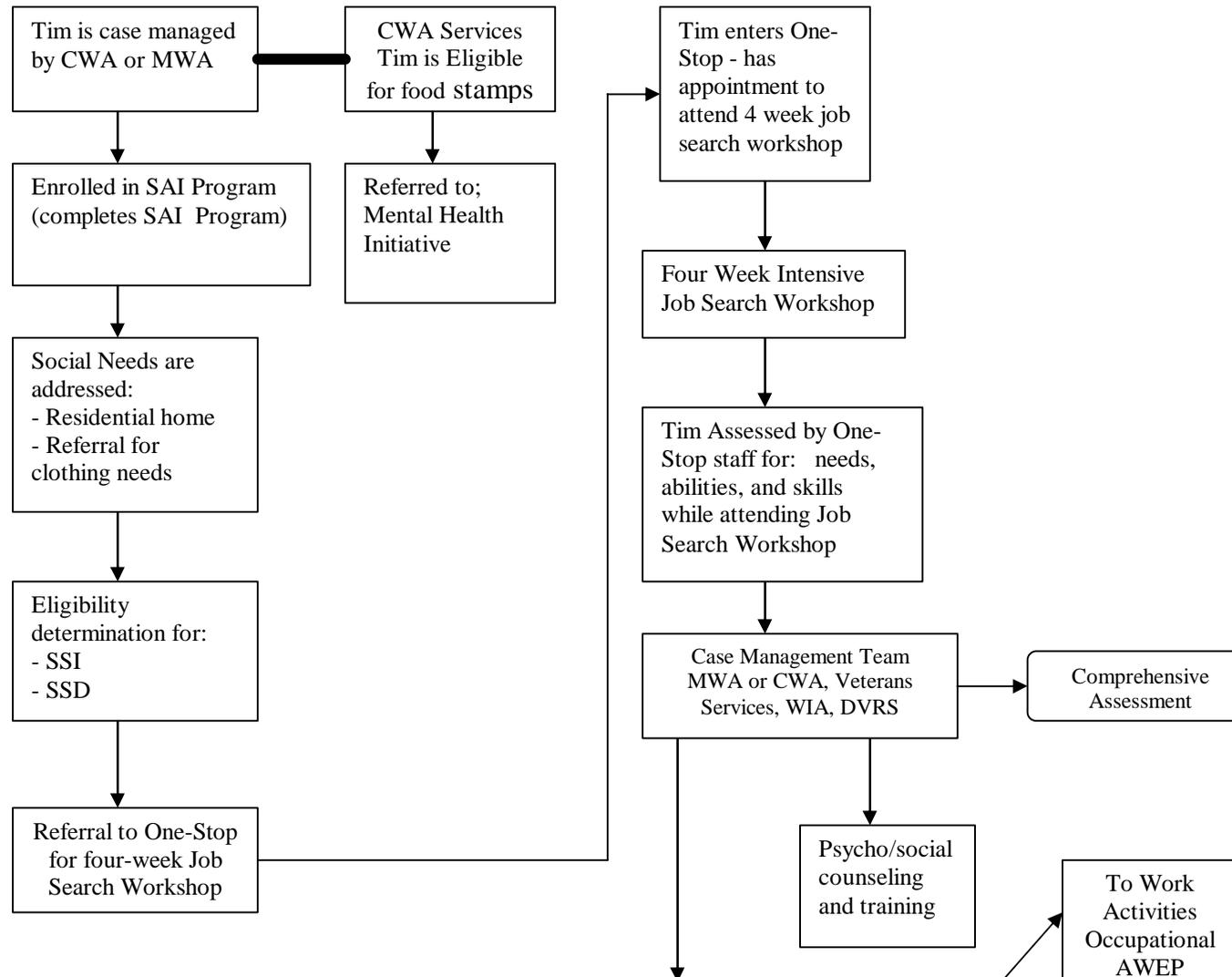
**Are there legal requirements that must be met by the customer?**

Show up for Probation appointments

**Are there unique programs?**

The Probation Official on staff at the One-Stop.

Case Scenario: **Tim** is receiving General Assistance and was required to go to the One Stop. The last job he held was at the local convenience store, but they fired him after only working there for three weeks because of his dirty clothes and tardiness. Tim does not have any family, and so in the winter he lives wrapped in blankets and his fatigues - his only consolidation prize from the war. He spends whatever he makes on cheap wine. As an unemployed, homeless veteran, Tim lives a life dependant on food stamps and change from compassionate passers-by.



<b>Assessment Information</b>
? GA recipient
? Worked at convenience store; fired after 3 weeks for appearance and tardiness
? Homeless Veteran
? No family
? Indication of a substance abuse problem

**What different Partners will be involved in assisting the customer? What State, County and local services will be accessed through all the Partners? Which services, if any, are contracted out? Which services will be provided by State or County staff?**

<b>Services</b>	<b>Provider / Funding Source</b>
Veterans	Veterans Administration
Social Support Services Food Stamps, Mental Health Initiative, Substance Abuse Initiative, community resources (residential home/shelter)	MWA / CWA
Clothes Closets	
AWEP	Vendor / WFNJ
Psychological / social counseling	DVRS
Four week job search	State/County One-Stop Partners
Comprehensive Assessment	UCC - County One-Stop Partner
Job development	State/County One-Stop Partners
Job Retention & Advancement	State/County One-Stop Partners

**Who will be involved with the face-to-face work with the customer?**

As stated previously, the case management team would have a close working relationship with Tim. Specifically, staff that would personally interact with Tim would include a Veterans Counselor, DVRS counselors, WIA case managers, MWA and/or CWA staff and WIA job placement/job development staff.

**What funding sources will be accessed for services to the customer?**

? Veterans Administration

**What plans are there for follow-up activities?**

Veterans Services would coordinate case management team follow-up and retention strategies. After employed, Veterans Services would provide follow-up.

**Are there legal requirements that must be met by the Partner?**

- ? Documented Veteran for eligibility for Veterans Services
- ? Confidentiality
- ? WFNJ Regulations - for food stamp program - mandatory 30 hours participation in approved activities
- ? WIA regulations
- ? DVRS regulations

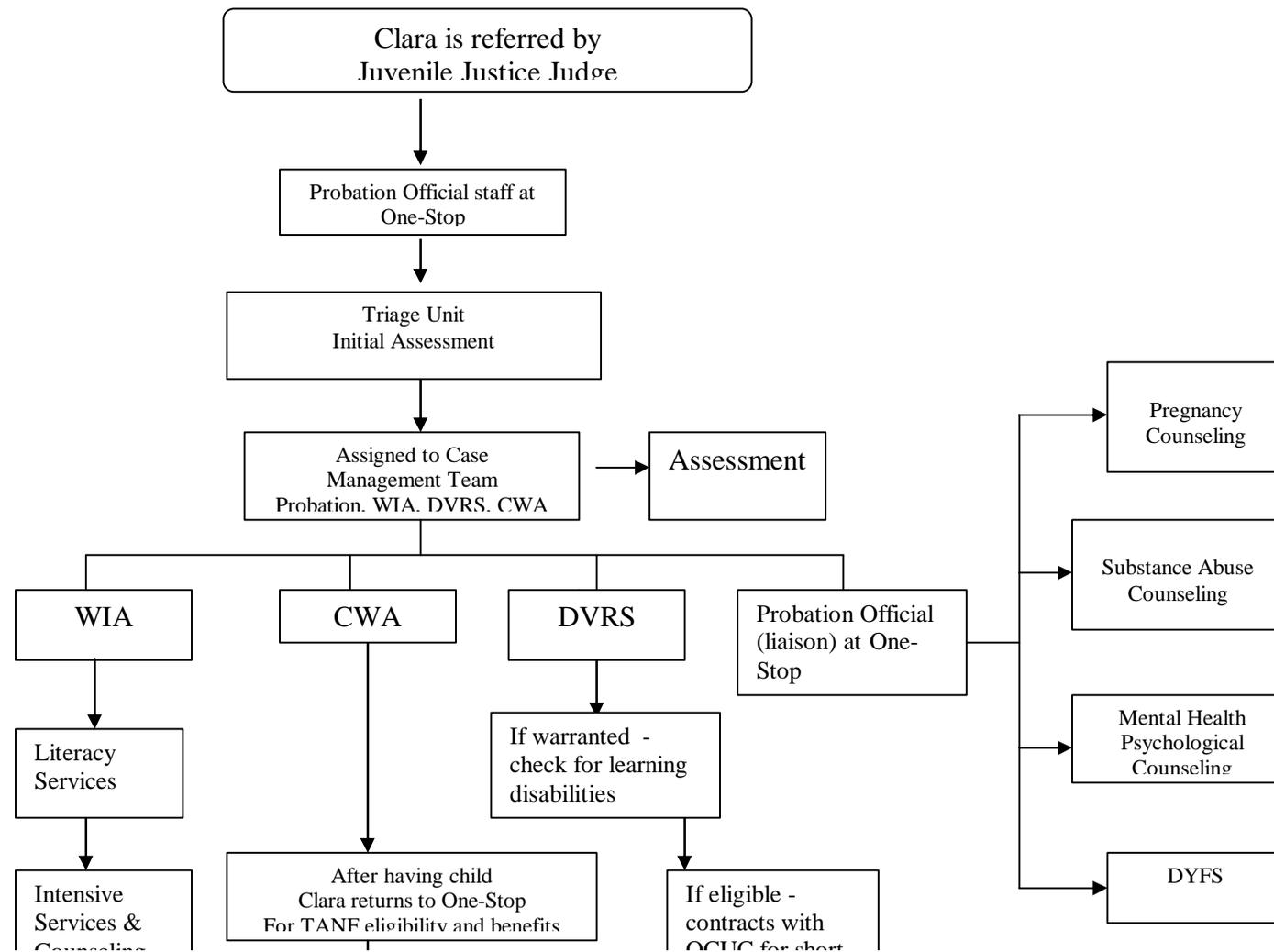
**Are there legal requirements that must be met by the customer?**

Compliance with program requirements.

**Are there unique programs?**

Clothes Closets that provide clothing for needy individuals.

Case Scenario: **Clara** was supposed report to the One-Stop, but she did not show up. She was referred by a local judge, who told her that this would be an alternative to jail. At the age of seventeen, Clara has just dropped out of New Brunswick High School. She has been known by her principals and guidance counselors to exhibit signs of a psychological disorder. She was infamous for disturbing her classes and acting out wildly in the hallways. After constant detentions and frequent suspensions, she decided she had enough of school and signed herself out on the first day of March. Clara comes from an abusive situation at home. She often has bruises that she tries to hide. She has just taken a self-administered pregnancy test and it turn out positive.



Assessment Information
? Pregnant 17 year old HS dropout
? Referred to local One-Stop by judge as alternative to jail; did not show up
? School officials report signs of “psychological disorder”
? Disciplinary issues in school
? Abusive home

**What different Partners will be involved in assisting the customer? What State, County and local services will be accessed through all the Partners? Which services, if any, are contracted out? Which services will be provided by State or County staff?**

Services	Provider / Funding Source
Referred to: - Pregnancy Counseling - Substance Abuse Counseling - Mental Health Psychological Counseling - DYFS	Probation
- Check for Learning Disabilities If Clara determined eligible: - contract services for short-term supported employment	DVRS
WIA Core & Intensive Services	State/County One-Stop Partners
Comprehensive Assessment	UCC - County One-Stop Partner
Training	WIA - Youth
Job Search / Job Development	State/County One-Stop Partners
Job Retention & Advancement	State/County One-Stop Partners
Literacy education	Provider
<b>After having child - Clara returns to One-Stop for TANF Eligibility</b>	
Social Support Services Childcare, Medicaid, Food Stamps, Transportation, TANF Benefits	CWA - State/County One-Stop Partners  After having child - Clara returns to One-Stop for TANF eligibility
Childcare	4 C's

team will provide oversight to determine appropriate referrals to service and monitor the client's progress through the system.

**What plans are there for follow-up activities?**

The case management team will be responsible for follow-up services. Clara will be contacted within the first week on the job to help with any issues. The MIS Evaluation Team will forward information regarding Clara's progress and employment information to the case management team. All information will be entered into AOSOS, which will be available to all Partners.

**What funding sources will be accessed for services to the customer?**

Probation  
DVRs  
WIA - youth  
Medicaid  
TANF  
Wagner-Peyster

**Are there legal requirements that must be met by the Partner?**

? Contact DYFS to report physical abuse  
? Eligibility for a particular Partner's service  
? Confidentiality

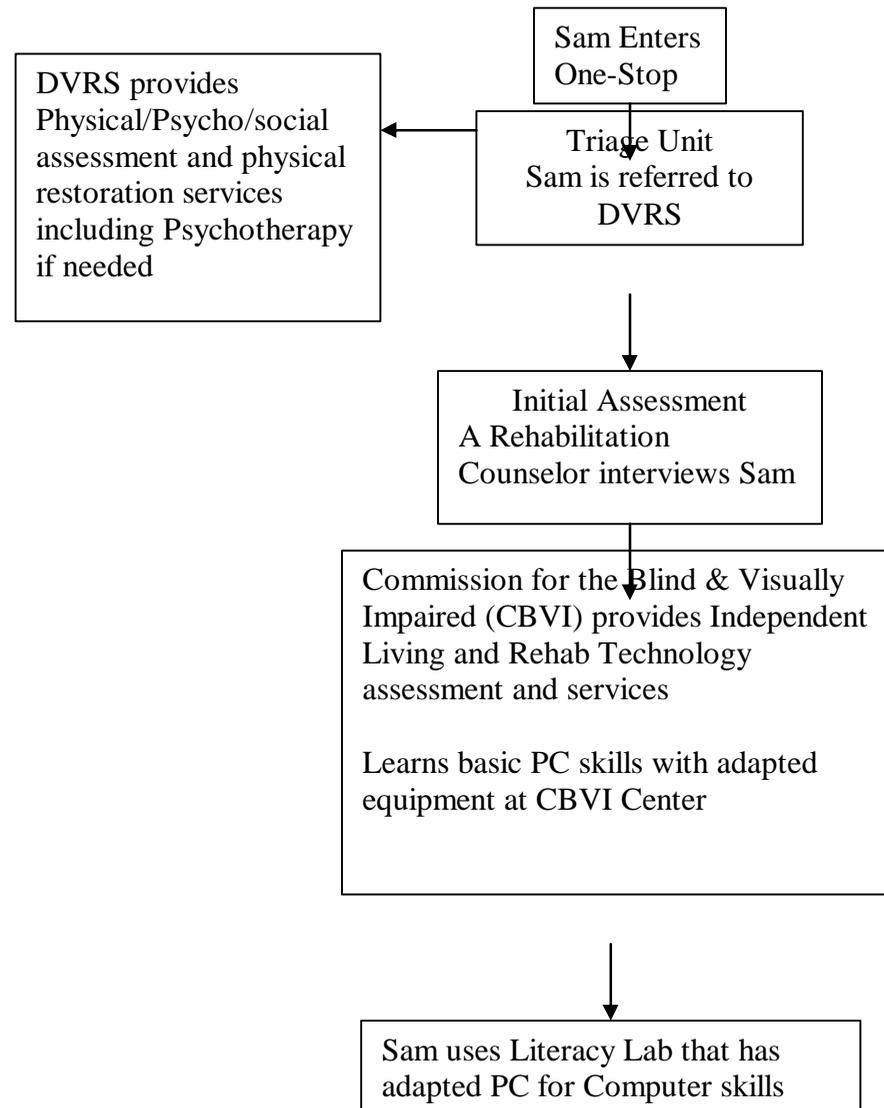
**Are there legal requirements that must be met by the Customer?**

? Juvenile Court's mandatory activities  
? Show up for Probation appointments

**Are there any unique programs?**

The Probation Official on staff at the One-Stop.

Case Scenario: **Sam** has a friend bring him into the local One Stop. The doctors diagnosed Sam with MS when he went blind last April. Now, on most days, because he has also lost his sense of balance, he is confined to a wheelchair. When he was diagnosed he knew he had to leave his position as a cashier at Macy's, but he is not a lazy person and fears he will lose the passion in his life if he does not find a new job. He has always been a sales person and has no other skills. Sam is scared of the computer and his literacy skills are just barely adequate to get by.



<b>Assessment Information</b>
? Has MS and recently became blind
? Confined to a wheelchair on most days
? Worked as a cashier at Macy's, but had to leave when diagnosed with MS
? Has only sales skills
? Scared of the computer and has limited literacy skills

**What different Partners will be involved in assisting the customer? What State, County and local services will be accessed through all the Partners? Which services, if any, are contracted out? Which services will be provided by State or County staff?**

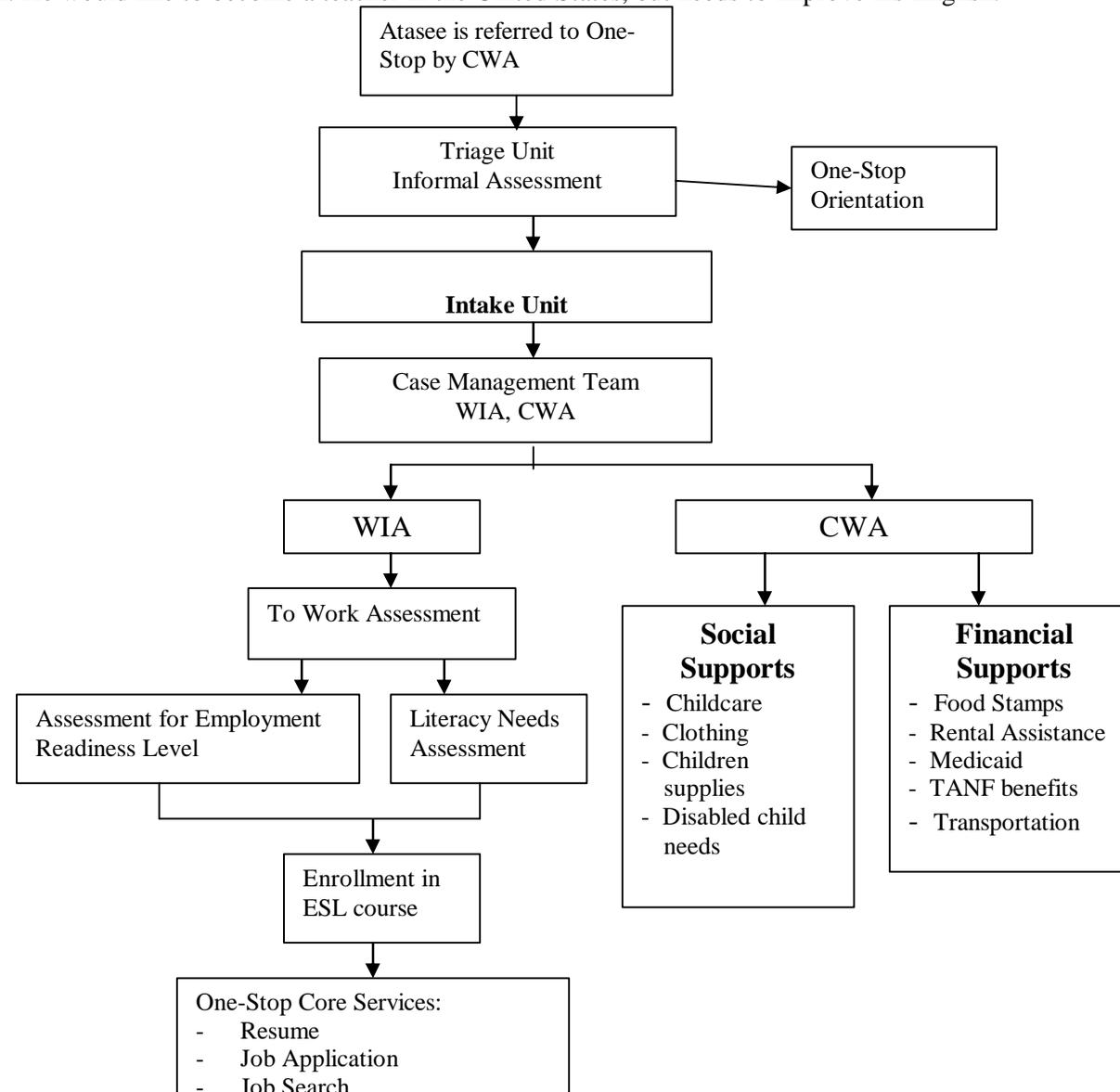
<b>Services</b>	<b>Provider / Funding Source</b>
WIA Core Services	State/County One-Stop Partners
<i>Social Support Services:</i> Physical, psychological and social assessment	DVRS
Skills & abilities assessment	DVRS
Physical therapy	Contracted vendor/DVRS
Vocational & social services	Commission for the Blind & Visually Impaired
Occupational Training	Contracted vendor/ DVRS or WIA Dislocated Worker Funds
Job Search / Job Development	State/County One-Stop Partners
Job Retention & Advancement	State/County One-Stop Partners

**What plans are there for follow-up activities?**

Sam will be contacted within the first week on the job to help with any issues. The DVRS counselor/case management team will be responsible for follow-up services. The MIS Evaluation Team will forward information regarding the customer's progress and employment information to the case management team.

**What funding sources will be accessed for services to the customer?**

Case Scenario: **Atasee** is a male refugee from the Congo in Africa who along with his wife and six children was referred to the One Stop by the Office of Temporary Assistance. The family lacks permanent housing, food, clothing and school supplies for the children. The adults do not have a permanent driver's license, car, or insurance. One of the children has an obvious problem walking. They have no furniture and will need help with utilities and telephone. The client is fluent in French and Swahili and completed post-secondary education to become a teacher in his country, but does not yet have a good command of English. He would like to become a teacher in the United States, but needs to improve his English.



<b>Assessment Information</b>
? Male refugee from the Congo
? Referred to One-Stop with wife and six children by CWA
? Need permanent housing, food, clothing and school supplies for children. Also furniture and help with utilities and a phone
? One child has a problem walking
? Fluent in French and Swahili, but not in English
? Post secondary degree
? Trained as a teacher in the Congo and would like to obtain similar employment in U.S.

**What different Partners will be involved in assisting the customer? What State, County and local services will be accessed through all the Partners? Which services, if any, are contracted out? Which services will be provided by State or County staff?**

<b>Services</b>	<b>Provider / Funding Source</b>
<i>Social &amp; Financial Support Services</i> Child Care, Food Stamps, Transportation, TANF Benefits, Medicaid, clothing, children supplies, disabled child needs, Housing (rental assistance)	CWA
WIA Core & intensive services	State/County One-Stop Partners
Assessment	One-Stop Staff
ESL education	Local literacy partner
AWEP - with additional ESL	local vendor/TANF
Job Search / Job Development	State/County One-Stop Partners
Job Retention & Advancement	State/County One-Stop Partners

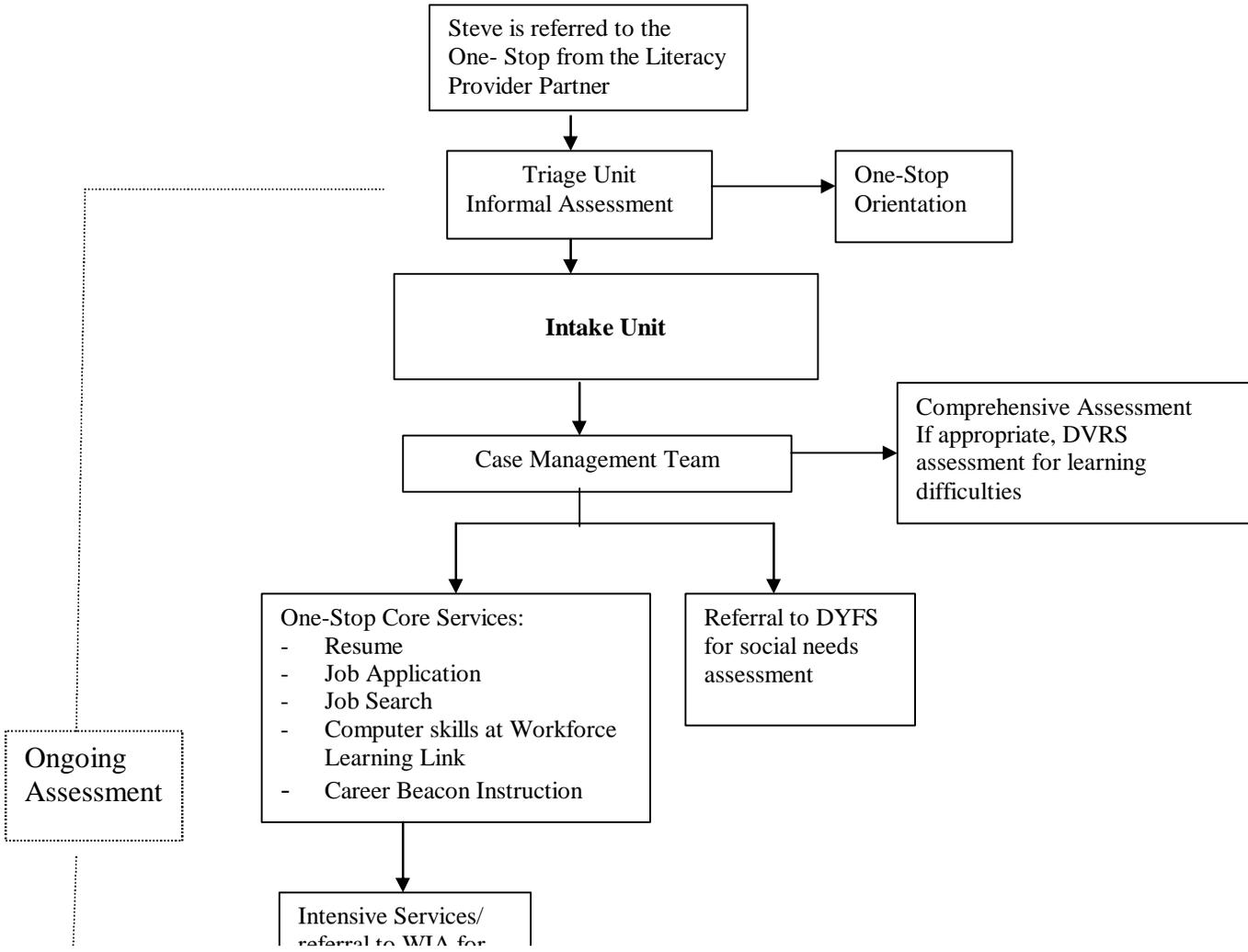
**What plans are there for follow-up activities?**

The case management team will be responsible for follow-up services. Atasee will be contacted within the first week on the job to help with any issues. The MIS Evaluation Team will forward information regarding Atasee's progress and employment information to the case management team. All information will be entered into AOSOS, which will be available to all Partners.

**Are there legal requirements that must be met by the Partner?**

- ? Eligibility for a particular Partner's service
- ? Confidentiality
- ? For food stamp program - mandatory 30 hours participation in approved activities

Case Scenario: **Steve** is almost 18 years old. He officially dropped out of school this year, but has not attended on a regular basis since he was 13, when his family became homeless. In fourth grade, when his family's financial situation became precarious, he started losing interest in school. Since age 15, he has been on his own. Although he has held many short-term jobs, he has not been successful in securing stable employment. Because he cannot fill out a job application on his own, he has decided to visit the local adult literacy providers to see if they can help him.



<b>Assessment Information</b>
? Almost 18 years old
? Has not regularly attended school since age 13
? Officially dropped out of school this year
? Homeless and on his own since he was 15 years old
? Has held a succession of short-term jobs
? Visiting adult literacy providers to obtain help because cannot complete a job application

**What different Partners will be involved in assisting the customer? What State, County and local services will be accessed through all the Partners? Which services, if any, are contracted out? Which services will be provided by State or County staff?**

<b>Services</b>	<b>Provider / Funding Source</b>
WIA Core & Intensive Services	State/County One-Stop Partners
Comprehensive Assessment	UCC - County One-Stop Partner or DVRS (as appropriate)
Computer literacy	Workforce Learning Link/WIA
Training with Literacy Component	local vendor - WIA Youth Funds
Job Search / Job Development	State/County One-Stop Partners
Job Retention & Advancement	State/County One-Stop Partners

**Who will be involved with the face -to-face work with the customer?**

The case management team would have a close working relationship with Steve. Staff in the Workforce Learning Link, job search team, job development team, Union County College or DVRS for assessment, and vendors for training and literacy services.

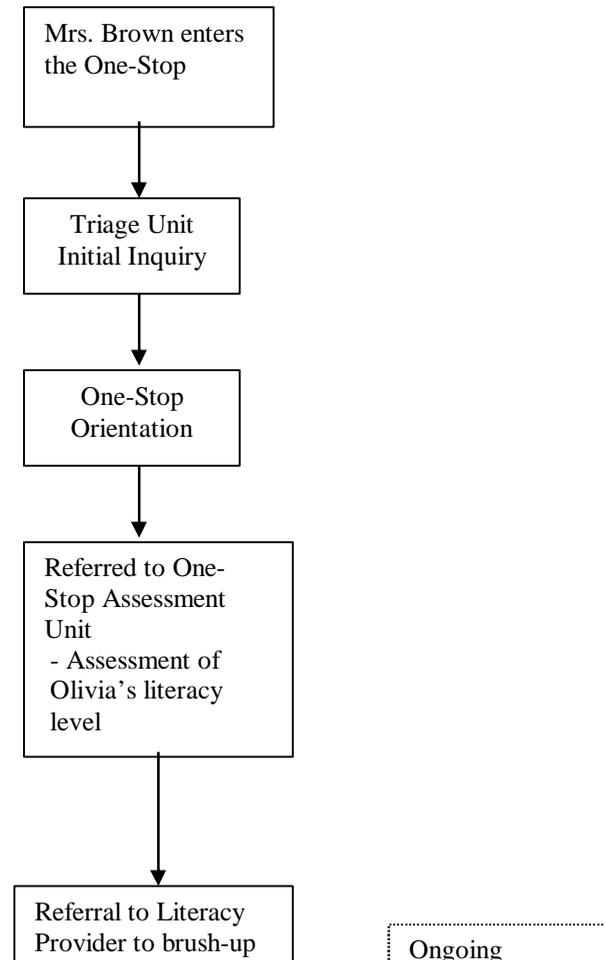
**What funding sources will be accessed for services to the customer?**

- ? WIA
- ? Wagner-Peyser
- ? DVRS
- ? NJDOE

**Are there legal requirements that must be met by the customer?**

Compliance with program requirements.

Case Scenario: Mrs. **Olivia** Brown is 67 years old and a widow. Between two pensions she receives, one from her husband’s employer and another small one that gets for her 30 years of service as a janitorial worker in a hospital, and social security, Mrs. Brown is in okay financial shape. However, she did not complete high school and she really wants to earn a diploma. She is not computer literate and intimidated by them. She learns that the local One Stop Center has a learning lab, but does not know that the curriculum is computer based or that the One Stop is employment focused. Determined to complete her education she takes a trip to the center to enroll in the learning lab.



Given Date of next GED Exam at UCC Bayway Testing Center

<b>Assessment Information</b>
? 67 years old widow
? Receives two pensions as is in "OK financial shape"
? Wants to earn a HS diploma
? Not computer literate and intimidated by computers
? Visiting the One-Stop Career Center to enroll in the Workplace Literacy Lab
? Is not aware that the curriculum is computer-based and that the One-Stop Career Center is employment focused

**What different Partners will be involved in assisting the customer? What State, County and local services will be accessed through all the Partners? Which services, if any, are contracted out? Which services will be provided by State or County staff?**

<b>Services</b>	<b>Provider / Funding Source</b>
WIA Core Services	State/County One-Stop Partners
GED Preparation Program	Union County College /NJDOE
GED Testing	Union County College's Bayway Testing Center

**Who will be involved with the face -to-face work with the customer?**

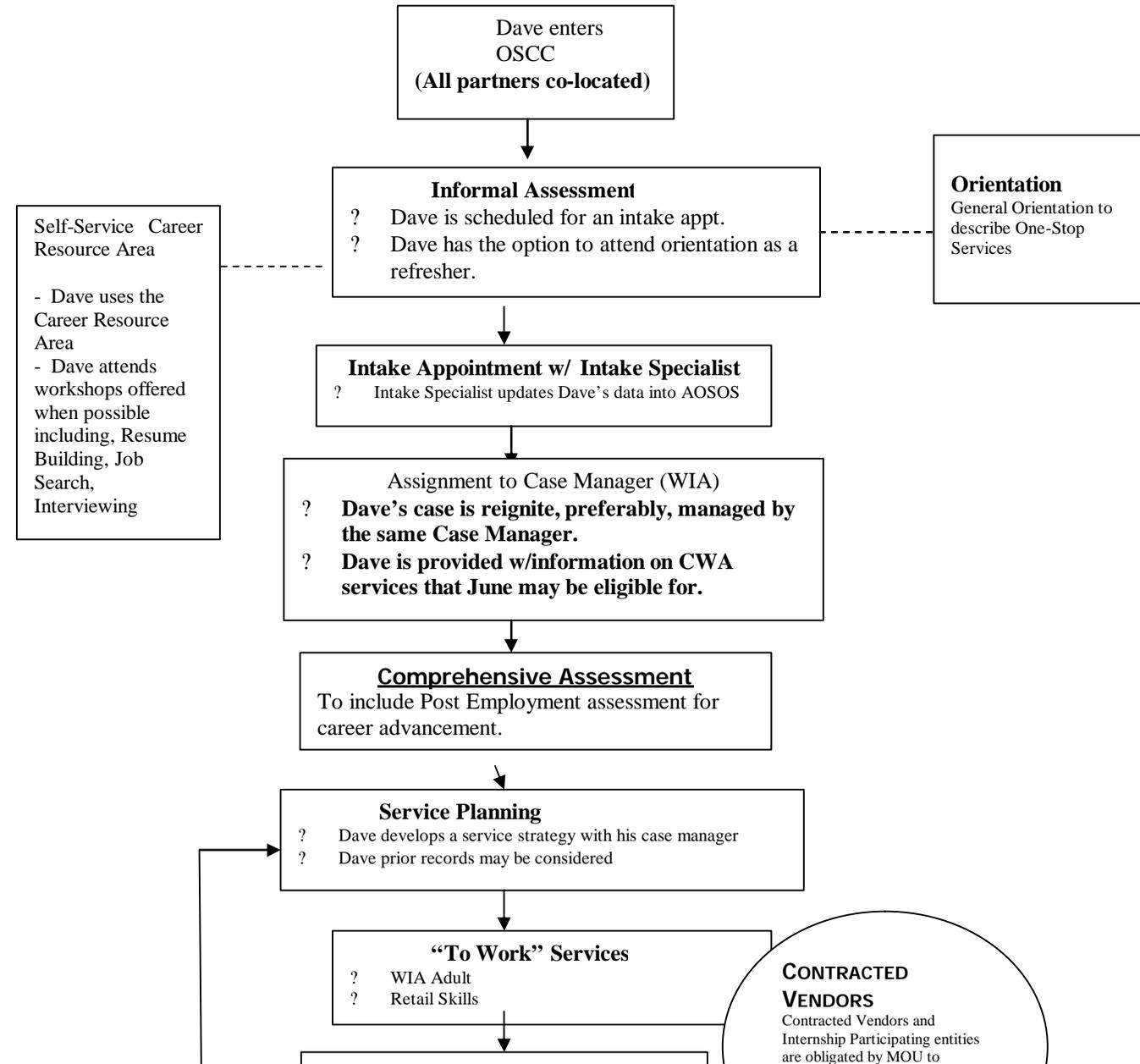
Union County College and One-Stop Resource Area staff.

**What funding sources will be accessed for services to the customer?**

- ? NJDOE Adult Education/Literacy
- ? WIA
- ? Wagner-Peyser



Case Scenario: In his newly purchased Palm Pilot, **Dave** notes that tomorrow he will revisit the One Stop that helped him get a job as a customer service representative one year earlier. It was undoubtedly the help of the One Stop that got him off General Assistance. Dave will arrive there at nine o'clock sharp in his best shirt and tie to ask how, now that he has gotten a job and reformed his life, he can move up in the workplace and start making more than \$8.50 per hour. He is planning to marry June. June has four preschool children and was recently widowed when her husband was killed in a hit and run accident.



Assessment Information
? Former GA recipient (one year earlier)
? One-Stop helped him get a job customer service job at \$8.50/hr. to get off of GA
? Seeking assistance in Career Advancement
? Plans to marry Joan, a widow with 4 preschool children

**What different Partners will be involved in assisting the customer? What State, County, and local services will be accessed through all the Partners? Which services, if any, are contracted out? Which services will be provided by State or County staff?**

Services	Provider / Funding Source
Core Services: Self-Service Career Resource Area Workshops – Resume Building, Job Search, Interviewing, etc.	State/County One-Stop Partners
Comprehensive Assessment	UCC - County One-Stop Partner
Service Planning	State/County One-Stop Partner
WIA Adult	State/County One-Stop Partner
Retail Skills Program	Retail Skills Center
Job Search Assistance	State/County One-Stop Partner
Out Reach	State/County One-Stop Partner
Retention, Advancement, and Follow-up Services	State/County One-Stop Partner

**Who will be involved with the face -to-face work with the customer?**

Cross-trained State/County One-Stop Staff will deliver the Triage function to Dave. A Human Services Specialist III will provide assessments to Dave at various stages. Dave will be managed using a Case Management Team approach. The Case Management Team for Dave’s case will be a WIA Case Manager, and the Case Manager from the Retail Skill Program. Dave will be matched with a Job Developer for intensive job search assistance if necessary.

**What funding sources will be accessed for services to the customer?**

- ? WIA Adult

**What plans are there for follow-up activities?**

WIA Case Manager will coordinate follow-up and retention services with Retail Skills Program Case Manager. Upon securing unsubsidized employment. Dave will be periodically contacted for at least one year. Dave will

**Are there legal requirements that must be met by the customer?**

Compliance with program(s) requirements

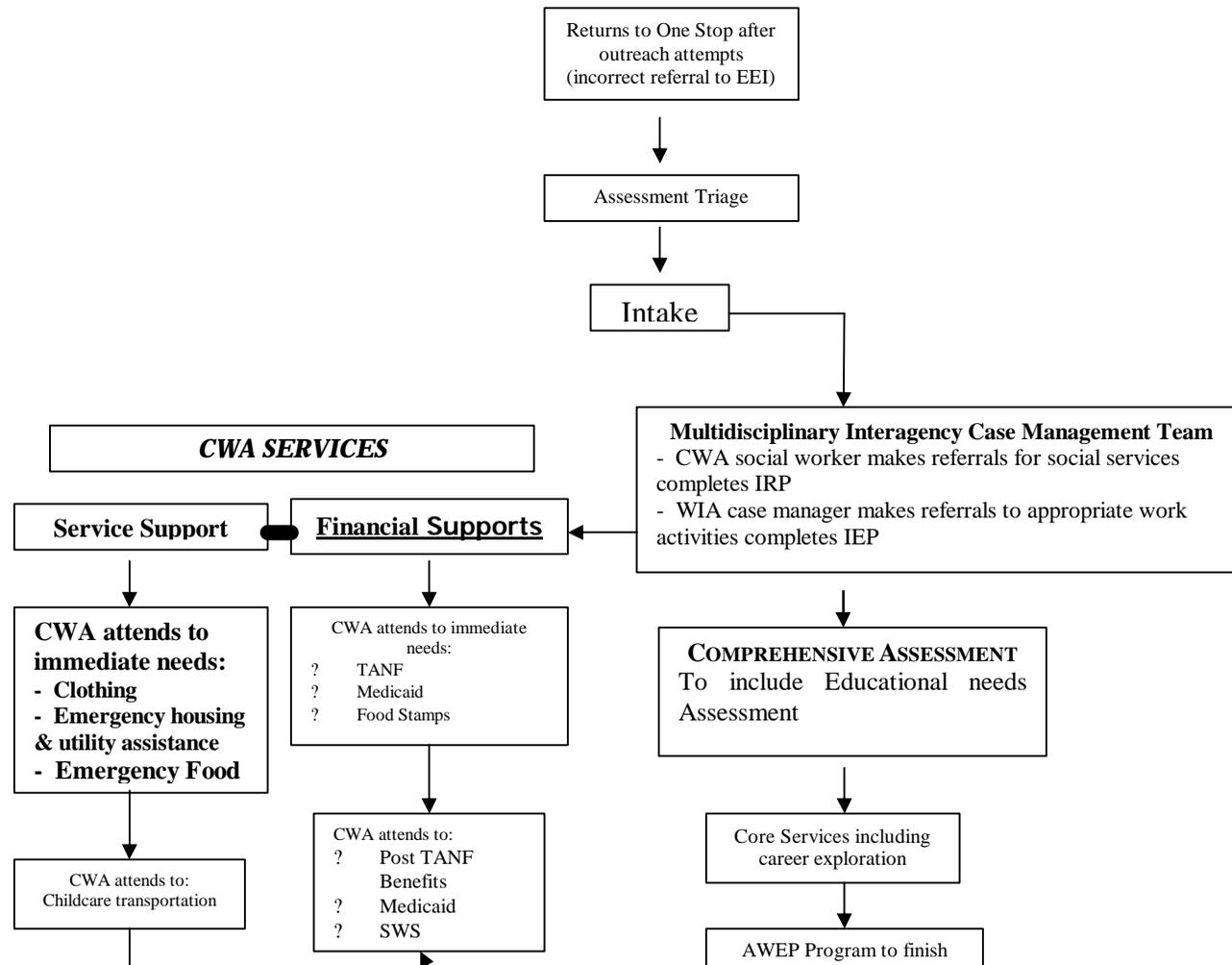
? WIA Adult

? Retail Skills Program

**Are there unique programs?**

Retail Skills Program, which is a four - week certification program

Case Scenario: **Jean** is a single mother with three children. She occasionally works as a teacher's aid. She finds it nearly impossible to afford nutritious groceries for her kids, and during wintertime they always seem to get the flu from their lack of warm clothing. Jean is six credits short of her bachelor degree, but cannot seem to find the time to go back to school. Because of her financial situation, she was applied for public assistance. They have determined that she is a good candidate for the EEI program and has been referred her to the One Stop. She showed up for the initial orientation, but has not returned.



<b>Assessment Information</b>
? Single Mother of three children
? Work experience: sporadically works as a teacher's assistant
? Immediate needs: Food, medical, clothing, financial
? Jean is 6 credits short of obtaining BA degree
? Determined a good candidate for EEI Program

**What different Partners will be involved in assisting the customer? What State, County, and local services will be accessed through all the Partners? Which services, if any, are contracted out? Which services will be provided by State or County staff?**

<b>Services</b>	<b>Provider / Funding Source</b>
Social Support Services: Child Care, Food Stamps, TANF Benefits, Medicaid, Transportation, Career Advancement Vouchers, Emergency Housing & Utilities Assist., Emergency Food	CWA
Clothes Closet	
AWEP	Vendor / WFNJ
Service Planning	State/County One-Stop Partner
Comprehensive Assessment	UCC - County One-Stop Partner
Job Search Assistance	State/County One-Stop Partner
Out Reach	State/County One-Stop Partner

**Who will be involved with the face -to-face work with the customer?**

Cross-trained State/County One-Stop Staff will deliver the Triage function to Jean. A Human Services Specialist III will provide assessments to Jean at various stages. Jean will be managed using a Case Management Team approach. The Case Management Team for Jean's case will be a Human Services Specialist Supervisor (CWA), WIA Case Manager, and the Case Manager from the AWEP. Jean will be matched with a Job Developer for intensive job search assistance.

WIA Case Manager will coordinate follow-up and retention services with AWEP Case Manager. Upon securing unsubsidized employment, Jean will be periodically contacted for at least one year. Jean will be made aware of additional services that she may be eligible for, i.e. Post-TANF benefits.

**Are there legal requirements that must be met by the Partners?**

- ? WIA Regulations
- ? TANF/GA regulations
  - Mandatory 30 hours participation in approved AWEP activity
- ? Wagner-Peyser regulations
- ? Memorandum of Understanding between One-Stop and AWEP providing agency
- ? Confidentiality

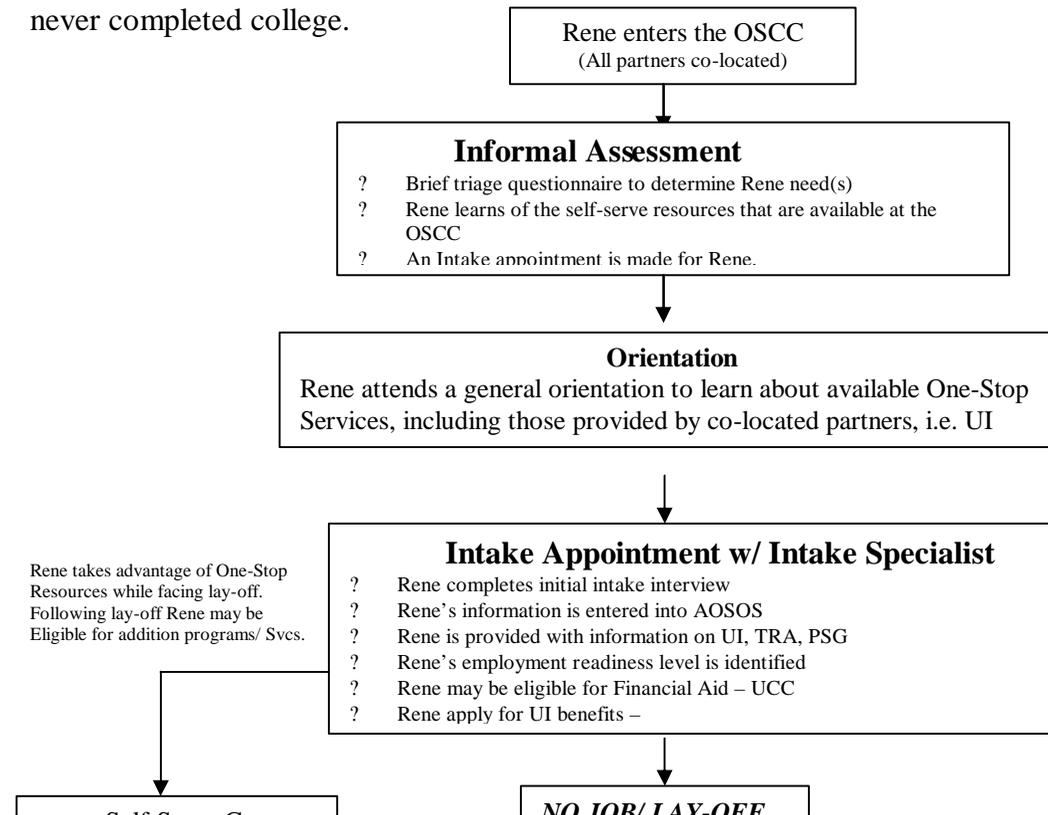
**Are there legal requirements that must be met by the customer?**

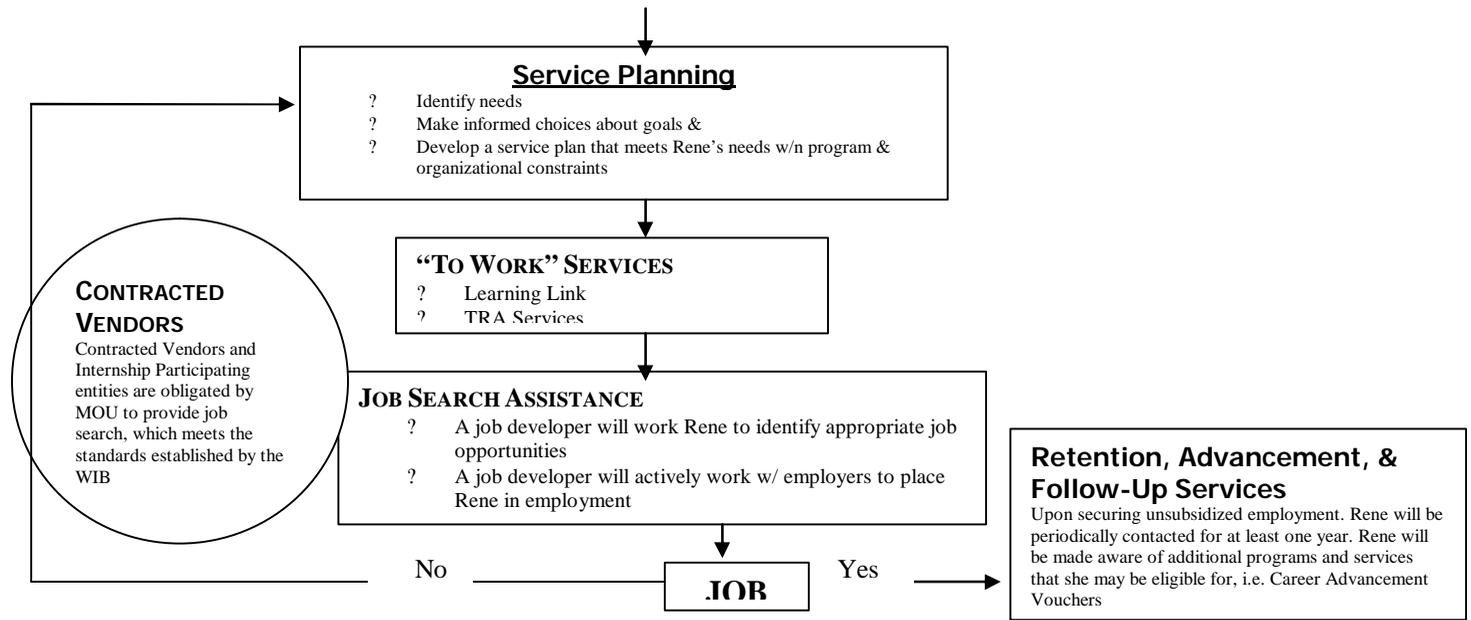
Compliance with program requirements

**Are there unique programs?**

Clothes Closets that provide clothing for needy individuals

Case Scenario: Rene, an incumbent worker, is making \$62,500 per year at her job in manufacturing. She just had her 47<sup>th</sup> birthday last week. On that particular day she was reading the Wall Street Journal, and saw that her company, like so many others, is moving all of its factories to Korea. Needless to say, her day was ruined because she realized this meant she would be laid off and would have trouble finding a new job because she never completed college.





Assessment Information
? 47 year old, Incumbent Worker in the manufacturing industry
? Last salary was \$62,500
? Some college credits, never completed study.

**What different Partners will be involved in assisting the customer? What State, County, and local services will be accessed through all the Partners? Which services, if any, are contracted out? Which services will be provided by State or County staff?**

Services	Provider / Funding Source
Core Services: Self-Service Career Resource Area Workshops – Resume Building, Job Search, Interviewing, etc.	State/County One-Stop Partners
Unemployment Insurance & Extended Benefits	UI (TRA Representative)
Comprehensive Assessment	UCC - County One-Stop Partner
Service Planning	State/County One-Stop Partner
Training Services	Vendor, through TRA and/or WIA
Workforce Learning Link	State/County One-Stop Partner

approach. The Case Management Team for Rene's case will be a WIA Case Manager, TRA Representative, and Training Provider Case Manager. Rene will be matched with a Job Developer for intensive job search assistance if necessary.

**What funding sources will be accessed for services to the customer?**

- ? WIA
- ? TAA
- ? Wagner-Peyser

**What plans are there for follow-up activities?**

WIA Case Manager will coordinate follow-up and retention services with the local TRA Training Provider. Upon securing unsubsidized employment, Rene will be periodically contacted for at least one year. Rene will be made aware of additional services that he may be eligible for.

**Are there legal requirements that must be met by the Partners?**

- ? WIA Regulations
- ? TAA Regulations
- ? Wagner-Peyser Regulations
- ? Confidentiality requirement
- ? Memorandum of Understanding between One-Stop and Local TRA Training Provider

**Are there legal requirements that must be met by the customer?**

Compliance with program(s) requirements

- ? WIA Adult
- ? TAA
- ? Wagner-Peyser

**Are there unique programs?**

Learning Link, a program that is available at the One-Stop Career Center at the Self-Service Career Resource Area



## SECTION FOUR

### WIB OVERSIGHT

The WIB, through its committee structure, will develop appropriate policies to assist the One-Stop in implementing the service strategies outlined in the plan. The One-Stop will offer a structured approach to assessment and service planning for clients to enable them to move through job readiness in a tiered service delivery system.

The WIB's One-Stop Committee will determine the feasibility of goals of the plan and issues with regard to implementation of the WIB's vision. The One-Stop Committee will meet every two months to facilitate dialogue among the various stakeholders and policy makers and report back to the Executive Committee of the WIB with their recommendations and status report on implementing the Consolidation Plan's goals.

The Union County Division of Workforce Development Operations, the sole Operator of the Union County Workforce Investment Board's One-Stop Career Centers, is responsible for the day-to-day management of the One-Stop Centers and System. As a result of consolidation, the current Memorandum of Understanding between the Union County Workforce Investment Board and the Division of Workforce Development Operations will be reevaluated to ensure that it appropriately supports and mirrors the intended goals in consolidation. These goals will guide in the development of a detailed description of the role and responsibilities of the One-Stop Operator. The One-Stop Operator will be responsible for providing the WIB, through various committees, appropriate information to measure the performance and progress of plan implementation.

Furthermore, to help the WIB focus on key issues, various committees will be formed to maximize expertise in needed areas. The priorities of the Committees to be formed include:

- ? Establish quantifiable and objective performance measures for programs and services.
- ? Establish protocols to address the needs of individuals to acquire the knowledge

The Union County Workforce Investment Board has been in the restructuring stage to ensure that private sector members lead the WIB in a new direction. The restructuring has achieved a majority of private sector representation. Due to time limitations, the newly restructured Board has not reviewed the new approach to service delivery and has not determined service standards. In the near future the WIB will convene committees to address the management of the One-Stop Career system, set performance standards for programs and services, and monitor continuous improvement of the system.

A meeting was held to review the draft of the Union County WIB Consolidation Plan. Attendees included the Chair of the Union County Board of Chosen Freeholders, the Chair and Secretary of the Union County WIB, Department of Human Services Director, Workforce Investment Board Director, Director of the County Welfare Agency, and Director of the Division of Workforce Development Operations. It was agreed that the Union County Workforce Investment Board would be structured to provide assistance and policy guidance to support the reorganization of the One-Stop service delivery system. The WIB will establish policies to guide the selection of programs and services that will enhance the client's ability to get a job, offer life-long learning and career advancement.

## SECTION FIVE

### STAFF TRAINING

One-Stop Partners have met to discuss the scope of staff training needs to prepare the One-Stop system for interagency coordination and integration of services. It is anticipated that the CWA/WDO Training Unit will perform most of the training.

Training for front line staff and supervisors of the four major One-Stop partners has been scheduled to facilitate the transition into the new One-Stop facility in Plainfield. Training will include capacity building for all One-Stop agency staff in the collective operations of the One-Stop Career Center System. Representatives of all the required One-Stop Partners from both Elizabeth and Plainfield will participate in the One-Stop operational training.

A Training Team for new employees at the One-Stop will be established. Training curricula will be developed that will provide an overview of all One-Stop services and agency specific duties/functions.

The One-Stop training needs are extensive. It will be necessary to cross-train most if not all One-Stop Partners' staff, especially reception area triage staff, assessment staff, and case managers/social workers. Specialized training would be conducted at the One-Stop to ensure that they have the necessary information and skill in making the appropriate determination for services. This level of training will be essential for the One-Stop organization to function as a cohesive unit and ensure appropriate referrals and accurate information communicated to the client.

In addition, selected case managers from all One-Stop agencies will be cross-trained to have a pool of available case managers in the event that agency specific case managers/counselors/social workers are unavailable. This would be needed to reduce waiting times for customers to access One-Stop services.

Training would be required for case managers involved in case management teams. The training would include protocols for assessment, determination of services, review

- ? How to conduct informal assessments
- ? How to conduct comprehensive assessments
- ? How to interpret standardized tests
- ? How to relate assessments to employment readiness levels

There will be a coordinated effort to provide capacity building for all One-Stop Partner staff. Initial training will focus on how programs and services are delivered by functionality - services are not identified by agency - but as a continuum of One-Stop services. The subsequent training sessions will focus on customer flow and the inter-relationships with other agencies.

Staff would need test-specific training in order to administer and interpret assessment results. Certification for testing and interpretation of test results would depend on the type of assessment.

In addition, training would be necessary for One-Stop staff to capably use AOSOS, and be familiar with Omega and/or Famis computer systems.

Due to the scope of training and capacity building, it is anticipated that the Garden State Employment & Training Association will conduct many of the training sessions that will be necessary for all One-Stops.

## SECTION SIX

### BUDGET

#### WIA Federal Program - 7/1/03 - 6/30/04

<b>Administration</b>	\$ 426,030.00
<b>Adult Programs</b>	\$1,180,858.00
<b>Youth</b>	
Out of School (30% min)	\$ 446,026.00
In-school	\$ 892,054.00
Total Youth	\$1,338,080.00
<b>Dislocated Worker Programs</b>	\$1,315,337.00
<b>Total PY'03</b>	<u><u>\$ 4,260,305.00</u></u>
<b>Adult Literacy</b>	
Administration	\$ 30,881.00
Program	\$ 410,271.00
<b>Total</b>	<u><u>\$ 441,152.00</u></u>
<b>TANF-FY 03</b>	
Administration	\$ -
Job Skills Training	\$ -
AWEP-Job Skills Training	\$ 182,925.00
AWEP-BAS/REM Training	\$ 124,602.00
<b>Total</b>	<u><u>\$ 307,527.00</u></u>
<b>ABAWD-FY 03</b>	
Administration	\$ 11,519.00
Programs	\$ 50,000.00

AWEP-BAS/REM Training	\$ 9,776.00
<b>Total</b>	<b>\$ 32,589.00</b>

<b>Career Advancement Vouchers</b>	<b>\$ 14,124.00</b>
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**Work First New Jersey/Division of Family Development**

(1/1/04-6/30/04) (6 month allocation)

Employment Directed Activities-TANF	\$ 696,355.00
Special Initiative I-TANF	\$ 51,641.00
Special Initiative II	\$ -
Transportation Block Grant-TANF	\$ 31,441.00
POST TANF Transportation Block Grant	\$ 114,816.00

<b>SUBTOTAL-Work Activity/Transportation</b>	<b>\$ 894,253.00</b>
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Early Employment Initiative-Support Payments	\$ 94,473.00
Early Employment Initiative-Program Costs	\$ 95,606.00

<b>SUBTOTAL - EEI</b>	<b>\$ 190,079.00</b>
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Administration Allocation	\$ 107,310.00
Early Employment Initiative-Admin Allocation	\$ 14,171.00

<b>TOTAL Administration</b>	<b>\$ 121,481.00</b>
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**General Assistance/Food Stamps Allocation**

Administration	\$ 34,536.00
Programs	\$ 253,266.00

<b>TOTAL</b>	<b>\$ 287,802.00</b>
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**WIA Title II - NJDOE - Adult Basic Education Program - ends as of 6/30/04**

**Agency**

Linden	\$181,392.00
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WORKFORCE INVESTMENT ACT  
PROGRAM YEAR 2004  
JULY 1, 2004 - JUNE 30, 2005

**Adult Training**

Administration (10% max)	\$ <u>142,410</u>	
Program Costs	\$ <u>1,281,685</u>	
	<b>Total</b>	\$ <u>1,424,095</u>

**Youth Training**

Administration (10% max)	\$ <u>138,690</u>	
Program Costs		
In-school	\$ <u>832,137</u>	
Out-of-school (30% min)	\$ <u>416,069</u>	
	<b>Total</b>	\$ <u>1,386,896</u>

**Dislocated Worker**

Administration (10%) max	\$ <u>166,701</u>	
Program Costs	\$ <u>1,500,309</u>	
	<b>Total</b>	\$ <u>1,667,010</u>

**TOTAL WIA FUNDING**                   \$ **4,478,001**

**Work First New Jersey  
New Jersey Department of Labor & Workforce Development Funds  
July 1, 2004 - June 30, 2005**

<b>Temporary Assistance to Needy Families (TANF)</b>	<b>Funds</b>
Administration (12%)	<u>\$ 205,509</u>
Program	<u>\$ 1,507,069</u>
Project LEARN <u>(Estimated – anticipated allocation)</u>	<u>\$ 1,000,000</u>
<b>Total TANF</b>	<b><u>\$ 2,712,578</u></b>
<b>Temporary Assistance to Needy Families (TANF) EEI/CAVP</b>	
Administration (12%)	<u>\$ 57,206</u>
EEI (20% Minimum) Program	<u>\$ 95,343</u>
CAVP Program	<u>\$ 324,167</u>
<b>Total EEI/CAVP</b>	<b><u>\$ 476,716</u></b>
<b>Food Stamps (FS)/General Assistance (GA) Work Activities</b>	
Administration (12%)	<u>\$ 99,924</u>
Program	<u>\$ 732,774</u>
<b>Total FS/GA</b>	<b><u>\$ 832,698</u></b>

## **SECTION SEVEN**

### **MEMORANDA OF UNDERSTANDING**

This plan proposes essential changes in the One-Stop delivery system, which require modifications in the roles and responsibilities of One-Stop Partners and the One-Stop Operator. To support co-location of the Partners and the shift of responsibilities of "to work" services requires that the MOU agreements be revised to reflect these changes. The MOUs to be revised include: WIB and Chief Elected Official MOU and the WIB and the One-Stop Operator and One-Stop Partners MOU. The major areas that remain to be resolved are cost sharing, resource sharing and integration of services across agencies. In view of the fact that the state has not approved our plan it would be premature to revise the MOUs in accord with our proposals. In addition, current regulations may preclude the implementation of some of the WIB's recommendations.

A new MOU will be developed for the major literacy providers that will delineate their roles and responsibilities as affiliates in the One-Stop System. The MOU will reflect agreements regarding common assessments, limited case management, using AOSOS for customer registrations, and referral protocols. All WIA Title II grantees will be required to sign the new MOU with the One-Stop Operator.