

Union County Workforce Development Board
Adult Literacy Committee Meeting
Administration Building-4th Floor Large Conference Room
10:00 AM March 14, 2019

Committee Members Present

Julio Sabater, Workforce Advantage (Chair)
Antonio Rivera, Director UCWDB
Scott Kuchinsky, Plainfield Public Library
Yunia Labaut, Workforce Advantage
Barbara Hathaway, Literacy NJ
Mayra Acosta, UCC
Meredith Barracato, Union County AJC

Staff

Robert Rachlin, UCWDB

Presentation

Dan Passarella, Group I & I

Meeting Summary

The meeting was called to order at 10:10 AM by Committee Chair, Julio Sabater.

Julio began the meeting by stating that he was hoping that the committee would go over the ideas included in the document. Additionally, he stated that he was concerned that the county needed to finalize a plan and submit it to the county by the end of the month.

WDB Director Rivera interjected that we have through the end of April to be comfortable. The document must be public for thirty days, submitted to the Freeholder board for approval in a timely fashion, so that it may be submitted to the state by June 30th. The process is being managed through April. Today is an important piece. However, we will follow what the committee has to say as much as possible.

Dan Passarella began his presentation. He asked for the committee members to state their names. Subsequently, they did.

He stated that it was necessary to work pretty hard with the time we had at the meeting. We are refining our strategic plan. He further stated that there were certain things that he hoped the board would cover at the meeting. There are nine areas that have been identified as being relevant to this committee as well as the Union County Workforce system.

He mentioned that the handout contained the language that committee members used to dig deeper into the sub-strategies that have been referenced. All sub-strategies that have been considered relevant to this committee as stated by the individual committee members may be found in the handout.

Dan first referenced S-21 as well as committee member comments regarding this particular sub-strategy. "Ensure sector training provides contextualized basic skills and ESL training for workers who need those skills". He stated that anytime we have

Union County Workforce Development Board
Adult Literacy Committee Meeting
Administration Building-4th Floor Large Conference Room
10:00 AM March 14, 2019

folks like those in the room dealing with nine sub-strategies, we may find a few new ones that should be in the Strategic Plan and focused in on. He told the committee that while we were focusing on these nine areas, members may feel that there are other areas in terms of literacy that are in need of attention. We will not restrict ourselves to just the nine areas. However, we do need to touch on these nine.

He stated that he was going to try and move fast as well as take down a sufficient amount of notes pertaining to member statements as to how we can put together a revised plan. He further stated that the way to do it was to prioritize things. He went back to S-21 "Ensure sector training provides contextualized basic skills and ESL training for workers who need these skills." He mentioned that there were several comments made by the committee members that may be found on page one of the handout. Dan stated that he was starting with S-21 because he wanted to talk about the sub-strategies that are heaviest on people's hearts.

Dan then mentioned S-23 "Union County will examine and expand its integration of programs to leverage available resources, e.g., integrating WIOA Title II adult basic education into Work First New Jersey approved activities." Dan feels that this means how we put our resources together, as well as how do we work as partners. How do we make things more efficient? This sub-strategy also speaks specifically about Title II and Work First New Jersey, but is not restricted to just those two items.

He then referenced S-29 and S-30. S-29 "Strengthen connections between adult education, postsecondary education, and workforce will be strengthened including expanded use of stackable credentials with co-enrollment with WIOA Title I programs. He stated that some of the other committees had discussed S-29, but for the sake of the literacy committee it is very relevant. S-30 "Accelerate achievement of diplomas and credentials through increasing capacity and coordination." In other words, how can we get more people into our system? Dan referenced the fact that he was just indicating the headlines at this point.

Dan then cited S-14a and S-14b. S-14a states "WDB will endeavor to strengthen the career pathways approach by further engaging industry, literacy and experiential learning solutions to fill talent needs; and results-driven partnerships focused on high-quality employer-centered collaborations. Dan stressed that this item was important to a number of committee members. He then moved on to S-14b which reads "Support and expand, more broadly, the State's Talent Development Strategy by aligning resources through planning and service coordination; development of community alliances and employment networks linking American Job Centers, community partners and jobseekers." He further stated that S-14b is very similar to a prior sub-strategy regarding coordination. Additionally, he added that there had been no comments regarding this sub-strategy, and it might be best to put it on the back burner. Dan cited S-26b "Look to co-enrollment to stretch funding while offering increased diverse educational and occupational services." He declared that there had been comments made by committee members regarding this sub-strategy. We will definitely come back to it.

Union County Workforce Development Board
Adult Literacy Committee Meeting
Administration Building-4th Floor Large Conference Room
10:00 AM March 14, 2019

Dan then referenced soft skills training as well as the fact there had been discussions in previous meetings. He stated that he had pulled a couple of quotes from the minutes of the previous meeting and that everyone had been quite supportive. Subsequently, he stated that he had a lot of material on the assessment of what is required under Title II as well as Title I. He added that we had started a discussion on action items and how we might reach a conclusion as to what we might do with them cooperatively.

He asked the committee which sub-strategy they wished to start with. Julio responded that we should do things in order. Let's start with number 1. Most are important. If we feel that one is unimportant, we can skip it. Dan replied that we need to keep it going.

Dan inquired if everyone understood S-21. He then read the comments that read the comments that committee members had made in response to that item and may be found on page one of the handout. He stated that the committee knew a lot more about basic contextualized skills and they should begin a discussion regarding what is particularly important on the issue. We need to know what is particularly important to the Workforce System in Union County as well as what things we have to do to make it better. We also need to know if there is no system in place to bring basic skills in a contextualized mode. Do we want that? Is this a high priority? He then opened up to the floor for discussion.

Chairman Sabater addressed comment number one. He stated that the WDB has targeted areas and the state has the sectors that are in demand. He felt that inasmuch as hospitality is already a targeted area we can consider that done.

Scott inquired as to how specialized we want to get regarding contextualized training sector employment. Scott then referenced specialized training for casino employees taking place in Atlantic City. How specific do we want to make the training that overlaps? If we want to say healthcare is one of the targeted areas while they are in training we can be doing things, possibly vocabulary that is related to healthcare, but not super specific. It can be employer "agnostic". You are here to train for something in healthcare. The employer side would want to see something more specific which would be integrated into language you would use if you were actually doing the job.

He added that the question of targeting is there if we are talking about it being a broad based approach. Scott stated that he did not advocate either a specific targeted approach or a broader one. He inquired as to how specific we want to make the training that overlaps?

Dan responded that the industry sectors are defined and Scott makes a good point. He feels that the issue here from a literacy standpoint is "Do we want to impose the use of contextualized learning processes? If you say yes, my next question would be how do you do that? How do you cause the college to say in next year's programs we want to see more of this? In the WDB you are in a position to say we

Union County Workforce Development Board
Adult Literacy Committee Meeting
Administration Building-4th Floor Large Conference Room
10:00 AM March 14, 2019

have the money and want to use it for training and if you are going to deliver training to us we want to begin to merge into contextualized methods. That is how I interpret that. I am not making that decision. But, the Literacy Committee could take it upon themselves to say that's a very aggressive goal for us. It might take a while. But, that doesn't mean we shouldn't put it on the table and then expect that our vendor community, including higher education begins to see that is what employers need. That is just my two cents in terms of framing this discussion."

Scott responded that he agreed with Dan. He asked "If you are going to be mandating it, at what point is the employer involved. Are we just kind of operating sector wise? We need to ask the client, if you are doing ESL at the moment do you want to do CNA, or do you want to be doing retail eventually and slotting it that way, or is it going to be that the employer comes to us and says I am interested in getting training for my guys "I am going to be taking on ten guys and I want to be able to take advantage of all those labor grants that provide for providing training". Scott then inquired as to where in the system does the contextualized learning come in?

Julio stated that there are two levels here. One is the one that has been discussed. The other is a more generalized sector approach. He mentioned the fact that are thousands of students coming through the doors. In many cases they are incumbent workers who are not really sure what is out there. In that sense, within the consortium we are already contextualizing employee skills. We are already contextualizing some of the vocational vocabulary. One thing about language is learning the grammatical aspect of the system. The other thing is the vocabulary that is attached to that system. The curriculums that have been adopted and the curriculums that we are using have been approved by the State of New Jersey. They are all contextualizing employment topics. That is something that we have been working on for the last three or four years. That is in general, in terms of the sector. In specifics of employment that is doable in the IET. The IET in dual enrollment is where we are training individuals for a particular occupation for particular employers. That is where the UCC is doing it with MOS and Workforce Advantage is doing it with CNA. That is where we are incorporating an employer specific vocabulary. "Both can be done. Both need to be done."

Scott responded that we are doing the "agnostic" one, the really general workplace stuff. You have the broad at one point in the system and the specific at another point. Julio responded by saying that we need to diversify with the IET's. The comments can be more targeted. Following that, determine industry partners and target areas of training appropriate for the literacy level and educational level of our participants. "What we are using now is Microsoft and CNA." Mayra added that there should be a third class for participants in ESL to learn office kills.

Dan asked "What is an example in Microsoft in which you can apply contextual learning methods?" Mayra answered that UCC has their third class for Office Skills for ESL students. These students are at least Intermediate ESL students. We try to motivate them to get into the program and get ready for the workforce. Some of

Union County Workforce Development Board
Adult Literacy Committee Meeting
Administration Building-4th Floor Large Conference Room
10:00 AM March 14, 2019

these students need to get computer skills. Julio interjected "Are you guys incorporating ESL skills into Microsoft Office?" Mayra asked if he meant the regular ESL classes. Julio responded by saying that he meant in the IET's. Is UCC incorporating language skills in the Microsoft Office Program? Mayra answered "of course". "It is intended for students to get ready for work." The students are learning vocabulary for Office skills while in the ESL program.

Meredith asked if Microsoft Class is done in Spanish. Mayra replied that it is only done in English. Julio interjected that learning a language has two components. One is the grammar end of it which included "you, me, he," adjectives and verbs, the formulas of the system, regardless of what you study. "In learning that system you can contextualize the vocabulary. In learning that system think of it as a building. The structure of the building is iron. That is the grammar aspect. The finishing is done depending on what you need it for.

Dan responded by saying the key word is vocabulary. "That is the concrete system defines the contextual aspect of the building." One way that we can assure contextual learning is by requiring industry specific or occupation specific vocabulary as opposed to general vocabulary.

Julio replied "It is not just learning vocabulary, but utilizing it. We need to incorporate active employment related vocabulary into the system and using it in a communicative context.

Dan responded that we would be adding value if that was in place. That is a goal that we want to impose on our training sessions to providers. How do we do that?

Julio replied. "I don't know if we have the authority to amend the writing on the top. As suggested it should be the other way around. (See page 1 of handout.) "I don't think that individuals who teach at a driving school can teach ESL. Teaching ESL is very technical. You can't throw a book at anyone and pretend that you are teaching languages. The point is that the ESL providers, the literacy providers need to contextualize the program.

Dan interjected "If you were a vendor that was providing training in the hospitality sector and you followed the goals of the literacy committee, then you would want to modify your curriculum for hospitality to include some basic skills, contextual and some vocabulary. I think that is what that is referring to. It is not just at the delivery of programs of the basic skill level, but also at the occupational level. The providers must be cognizant of literacy needs. Some of the students might have language deficiencies when they enter an occupational program. Can you combine both ESL and occupational training?

WDB Director Rivera interjected that he had seen a course listed at UCC that had the title English for the healthcare industry. That would be a good example of what Dan was referring to. That is a very particular course for people who already working, for example in a Trinitas Hospital and already have a CNA credential. But,

Union County Workforce Development Board
Adult Literacy Committee Meeting
Administration Building-4th Floor Large Conference Room
10:00 AM March 14, 2019

now the college is saying this is the language you need to learn. They may not have gone through UCC's literacy program because they have a higher skill set already. The idea might be that industry goes to UCC and encourages them by stating that you have the courses that can help us contextualize and bring our bi-lingual folks up to speed. For example, it might be Spanish for healthcare workers

Julio felt that it was different from what is stated in the handout. He understands it to mean that while you are obtaining your license, for example a CDL instructor might want to incorporate some basic skills in that program.

Dan interjected that it would not be the level that Julio is asserting.

Director Rivera stated that it was not industry related literacy. You might only be illiterate to the industry itself. He added that we should not do away with a needed strategy. It might mean that we are going to teach someone what a clutch or generator is. You need to understand that it is a different language cluster within each sector. That is where the opportunity is to make sure folks that need literacy skills are specifically targeted to acquire that industry standard lingo.

Scott replied with the assertion that where we are really going around in a circle is that it is a really broad spectrum of where people are in their language skills as well as their employment training. We are talking about one solution and saying that it doesn't apply to people here. What we have to be cognizant of is if one is really there with an ESL focus because they don't have language skills, there will be a minimum amount of employment skills that we can bring to them. We want to have, as was previously stated is English for Healthcare. If you have the language skills, then it would really make sense to have a contextualized core program.

Antonio added that we have the authority to change anything here. But, it may mean a different strategy.

Dan interjected that there is a two pronged strategy for our system. One with the basic skills for ESL and one that is occupation specific. If we only went to one we would be missing out.

Julio added that he had made his remarks based on how the sub-strategy had been written. He added that it says to provide contextualized basic skills and ESL training. It has a very specific meaning. It sounds like we can recruit people who don't speak English. I can recruit those people and the One Stop has to guide them. If you have an ESL program and they don't speak English, it is okay and we will teach them. It is totally misleading. We are afraid that it could be a very dangerous minefield if we leave it the way it is.

Scott agreed. It is as if we are all saying this doesn't apply to people at this end, it does apply to people at this end. We are saying that there are two tiers that we are comfortable with. We want to establish an appropriateness for where they level where they are now.

Union County Workforce Development Board
Adult Literacy Committee Meeting
Administration Building-4th Floor Large Conference Room
10:00 AM March 14, 2019

Dan then stated that we will reword that, especially the word training. The last thing we would like to cover is what a next step would be.

Julio asserted that we should take out the word ESL and replace it with literacy or occupational literacy. We are talking about occupational skills, not ESL. That triggers a whole new ball game.

Antonio cautioned the committee not to do away with a strategy that is needed.

Julio replied that in our community of ESL providers, basic skills means something. You want to pollinate occupational training with basic skills as required, for your occupation. It could even be mathematics you need to do use for this occupation. It doesn't have to be language. We should leave it at occupational literacy.

Dan again inquired as to what the next step would be. It might not be for new programs this coming July, but what would be an action item that builds this expectation up that our system is merging to a two pronged contextualized learning environment.

Scott added that we need to put in that language. We are all on the same page. We have to have that language first. I would flow chart it, because to be honest, we have to understand the flow of those clients and we have to communicate it. We are going to have to bring some of those occupational trainers with the ESL trainers and have this discussion regarding what we are thinking.

Dan expressed the fact that there are too many unknowns to the training community until we are ready to say that we can help you. It is a gradual transition and that is fine as long as we are moving in the right direction.

Julio added, that the other contextualizing, the literacy, that we are already doing could be S-22, or do we just want to incorporate it in S-21? Maybe you can rewrite it and send it to the committee.

At this point, the discussion turned to sub-strategy S-23.

Dan reread sub-strategy S-23 as well as the comments made that appear in page 2 of the handout. Subsequently, he asked what the issue was in a micro sense. What are we trying to accomplish? What would be one or two phrases?

Antonio responded that it would be dual enrollment. That is the key phrase. That has been something that all the partners have not explored as a possibility. Title II funding falls under WIOA. Just like Title I being the Adult, Youth and Dislocated Worker. Title II funding is managed by the consortium at the college. What Antonio has been pushing for is dual enrollment integration with Title I. The problem that the Title II folks have right now, statewide, which is a blanket statement, not about UCC is the measurement outcomes for Title II are supposed to be the same outcomes as Title I under the Federal Law. But, right now Title II (the college, the consortium and

Union County Workforce Development Board
Adult Literacy Committee Meeting
Administration Building-4th Floor Large Conference Room
10:00 AM March 14, 2019

statewide folks) are being measured under the baseline measure. So what they do is aggregate the data. They do this for all the areas and aggregate the data for the successes. That is not really a measure of success. So if you look at it from the Union County focus and the individual counties, individually they all fail based on the data that we have seen. Collectively, because the state is aggregating data they are passing the performance measures.

Julio asked what he meant by the state aggregating data,

Antonio responded that the state has a formula by which they take all the data from all the counties and figure out how they pass based on measuring all the collective successes. They have a complicated formula for that. That is why the performance measures are being passed. It is because of an aggregation of data. He then gave an example of Union County. Under WIOA Title I we are supposed to do basic skills and employer outreach. Is the One Stop doing outreach to employers? Are they individually doing outreach to employers? Some are, most of them are not. They are busy dealing with the client side. They are not dealing with the employer side. It is just the way it is. But, New Jersey is required to have passed that measure under Title I. So what the state does is say Union County alone will fail. But, because the state has a formula that we are taking all the counties, perhaps Bergen County has a heavy focus on employer outreach. Maybe the state itself is doing it in a similar fashion and that is how they are passing that measure.

At this point Scott asked if he is doing the math right. Let's say there are ten or fifteen metrics. No county passed all of them. But, they may be over in some.

Antonio responded that they are called baseline measures. So all of Title II is passing based on that measure. The problem is that Federal Law states that you cannot go on baseline measures. On Title II you have to go on based on the WIOA measurement. What does the WIOA outcome look like? It is literally looking at the Title I that you saw. You are looking at employment in the second quarter after exit and the fourth quarter after exit. Those are two independent measures. Eighty per cent of the participants who have exited need to be employed. Eighty per cent in the second quarter and sixty per cent in the fourth quarter. That's the specific measure. It is not the aggregated data of the baseline measure. This is very important because there is this euphoria about Title II and how well they are doing. But, we need to understand that this is a baseline measure. That is going to go away.

Meredith asked, when is it going to go away?

Antonio replied that inasmuch as we are talking at the state level, he didn't know. In terms of helping the education folk's transition, they are going to receive a shock when they discover that they are not doing as well as they thought. You need to follow us. This all points to the importance of dual enrollment. If you have a lot of numbers in Title II, guess what, if you have two thousand people enrolled, eighty per cent of them should be employed. That's not possible, particularly with the

Union County Workforce Development Board
Adult Literacy Committee Meeting
Administration Building-4th Floor Large Conference Room
10:00 AM March 14, 2019

populations that we are talking about. However, having an effective dual enrollment strategy will allow us to have the Title I and Title II clients in the same pool. We can effectively put folks on a career path.

Dan responded that Title II class will receive credit for a placement where there is activity in Title I.

Antonio responded in the affirmative and added "and vice versa".

Mayra added that is what we do. "As you said a thousand students get enrolled, fifty per cent of them are already working, so what we do is try to work with those students to make sure they keep their jobs and work with the rest of the students who don't have jobs to gain jobs. We prepare them for that.

Antonio responded that the data that is aggregated at the state does not support that claim. "I am just telling you what the reality is". This is the hard data.

Mayra replied that she understands what Antonio is saying, but that UCC actually works that way. We try to help the students both ways, educational as well as trying to help them find jobs at the same time. We also want to make sure that they keep their jobs.

Scott offered a "quick" question. He mentioned that the Plainfield Library doesn't do any of this enrollment. Sometimes they are on Title II. He mentioned that he has been on enough email chains inasmuch as the library receives a lot of state funding where there have been a lot of fairly stern warnings so you will know where he is going. He asked if there are already accounting practices in place to make sure that they don't get hit for double accounting stuff.

Antonio replied that it is not a double accounting issue. It is acceptable to do dual enrollment. It is a strategy.

Scott stated that on some of the grants, while the library was not being targeted, they are targeting other things.

Antonio replied that it only speaks to agencies who are in of themselves using accounting gimmicks. That is different from a client coming to you and then going to him and then going to them at the college. It is a career path. There is an intent there to improve this person's life. This is as opposed to me taking and charging "Bob" to all those different grants. It would be one person and I am double dipping or triple dipping with his salary.

Scott stated that there was a call on it with regards to certain metrics. He further stated that "I am not on that side of the numbers". If you tell me that's the way to do it, I am cool with that. I was only bringing it up because I have seen those emails and you know what I am talking about. As long as this doesn't apply to us, I am cool with it.

Union County Workforce Development Board
Adult Literacy Committee Meeting
Administration Building-4th Floor Large Conference Room
10:00 AM March 14, 2019

Antonio interjected that the intention here is dual enrollment. The intent behind it is how we better serve the clients. We have to make sure the client doesn't fall from the career path. Does that make sense?

Meredith asked how the AJC works with the library on the dual enrollment aspect on performance measures. Would everyone who signs up for the IC3 class have to come to us and we would have to enter them in the system?

Antonio replied that it was a very good question. He went on to state that it really depends on the partnership agreement. You don't want to enroll his clients into the One Stop. That's not the intent. That is more of what Scott has been speaking to. When he is sitting as an AJC partner at the table with his clients, he can say okay, you are going to take this class. He can also say we have a CNA program which would be great for you and you can take advantage of. That is when you are triggered in. You have to certify that person. You can have dual enrollment. It just can't be for the same thing. It has to be a new product. You have to think about the career path. That computer skills class alone will not get the client a job. But, having the computer skills, obtaining CNA skills and going to the One Stop and acquiring literacy skills may work. You are weaving them through a career path in terms of their professional development. "Does that make sense?" All agreed.

Scott stated that once "new product" was mentioned he then understood. It made sense to him at that point.

Julio added then you are accountable for the client's completion of the course.

Scott added I am not claiming per "head" to get any funds back. If I am back on Title II, and I am claiming a client other partners would not be able to double claim a client under WIOA. As long as each serves under only one Title, we're good.

Dan responded that we need some more material on this. However, I would like to have everyone turn to page nine in the handout and put it next to page two, as they both deal with co-enrollment. If you read through the example, you need to especially pay attention to the last paragraph. When we work on this we should be discussing both S-23 and S-26b. They both deal with co-enrollment. We can posture this together. What is stated on page nine pertains to Title II, and the eligibility for that. The next paragraph talks about the eligibility for Title I. The last paragraph (found on page nine as well) states "The required WIOA Youth Program elements and the flexibility of AEFLA allow for co-enrolled individuals to receive postsecondary occupational training and basic skills development, along with work experience opportunities. That is a concrete example of co-enrollment. The issue strategically is, if we believe there is value there, which legislation now permits we can do more of that. This Strategic Plans should have some next steps written into it so that when we look back at it six months from now we need to see more utilization of co-enrollment. What would some of those action items be?"

Union County Workforce Development Board
Adult Literacy Committee Meeting
Administration Building-4th Floor Large Conference Room
10:00 AM March 14, 2019

Dan then mentioned what he thinks some of them should be. He stated that we need more clarity and some best practices. He mentioned that he had written some of them down and had them back at his office. We need to review some best practices regarding co-enrollment. He added that he did not want to dictate them to the committee.

Julio stated that Dan should look into what we are doing in the consortium, because we are doing it here in Union County. We are doing it with MOS certification and CNA certification. We should look into it and see what we are doing, not to look into it here.

Antonio asked for a concrete example of what is being done.

Julio responded by stating individuals come who we have recruited and need improvement in basic skills. We are not talking about ESL beginners but those who are more at an intermediate level and some individuals who need basic skills. They spend two weeks in our ESL orbit and Basic Skills Class, or they spend three months in a basic skills class before they go into it. It depends on the level of the individual.

Dan stated that is funded by Title II.

Julio stated that we should keep track of attendance. When they are ready we engage them. It may be two weeks, or a few months and we will then enroll them in at the One Stop or the State Opportunity Grant, or in some cases we are using other grants from the state. He then added that UCC may be using other grants for their MOS Certification program. While the clients are taking the occupational training, they also spend time with basic skills. At the end they continue with the basic skills or ESL until they get their license. After that, we encourage them to keep coming and improving. If they get their GED it will assist them in their career pathways. This means other stackable credentials that can be good for continuing a career pathway.

Scott stated that on our side, (the vendor side) we need some kind of screening tool. This is so, when someone comes into him, he will know the questions to ask to decide whether to refer them back over to the One Stop. The client comes in to do the intake, the screener inquires if the client is there for ESL or GED or computers, etc. Scott then inquired as to what questions are needed to be asked to know if someone will be a good candidate for dual enrollment. If we know that, we will be able to have as good a handoff as possible. The attempts at seamless handoffs have been a little hot or miss. Some of it has more to do with the clients as opposed to the library. The screener will be able to let us know whether the client should go into the X, Y, or Z program. We can then tell the client that they have an appointment with "Christina". We know that a lot of our clients are receiving services at the college at the same time. What might help to better develop a sense of dual enrollment is better information sharing from vendor to vendor. I know that we are talking about Launchpad.

Union County Workforce Development Board
Adult Literacy Committee Meeting
Administration Building-4th Floor Large Conference Room
10:00 AM March 14, 2019

Dan responded that much of what spoke of touches on the resource guide. Much of which Scott has spoken pertains to coordination. He further stated that he understood that when Scott was speaking of screening he was in fact, not speaking of dual enrollment. In fact, Scott was speaking of how I assess someone to go there instead of here, or besides here. For example, other skills not offered at the Plainfield Library. Someone is with me for GED. However, their skill set may be such that they are in need of something the Plainfield Library doesn't offer onsite.

Dan further stated that in the strategy we need to have training for the partners on how to detect and assess when dual enrollments are appropriate.

Julio added that we need to build a partnership with the occupational skills providers. He also mentioned that we need to do "X, Y, and Z". We don't need to map it out now. We need to know the logistics of things. We can get into strategies and at future meetings work out the logistics. We need to add more dual enrollments as well as more IETs. We also need to look at developing more partnerships with the various agencies.

Dan added that Antonio would speak directly to that. Antonio interjected that it would be a strategy. We should put in a training program for the providers.

Antonio interjected that training partners would be a strategy. "To sum up what the committee is saying, I want to bring this back to a conversation I was having with Meredith, she attended an Essex County partnerships meeting. The idea would be to have a strong AJC partners group that meets on a regular basis where the universal screening and the universal gossip of what all the services are of all the partners are is very important.

He added that everyone should know what everyone is doing and as services are being provided all the partners should be speaking to their outcome measures as part of the partnership." The partners should be creating a better tracking system that will go into the Launchpad data base. We have reached out to the state to get their permission to purchase it. We are making progress. The idea is that this is the American Job Centers partnership. We will secure those cooperation agreements where we can. This would be so that we are able to legally share the data where we can. It is integrated into the software system. We will be able to say these are the training services that we provide. This is where we can take advantage of the co-enrollment and make sure that clients do not fall between the cracks. That would be a seamless program integration process. The outcome measures will be there. There will be integration between Title II and Title I as well as Title I and other services opportunities.

Julio added between the others we can add somewhere the point of the WDB aggressively helping the agencies that seek funding from the state. For example, Workforce Advantage seeking the Opportunity Grants. It behooves the WDB to undertake an aggressive roll in partnering with agencies such as Union County College in seeking funding. This way we will have more resources to create more

Union County Workforce Development Board
Adult Literacy Committee Meeting
Administration Building-4th Floor Large Conference Room
10:00 AM March 14, 2019

enrollments. This way we won't have to just depend on the resources of the One Stop. We can continuously apply for grants from the state. Having an advocate helps a lot.

Antonio replied that he would support that idea that there is an integration with the American Job Center partnership. It would be bringing home the "bacon" for the partnership. Regardless of whether it is any particular agency, it becomes part of the seamless integration.

Julio stated that if we get an opportunity grant, then we don't have to exhaust our money. The One Stop can use money for something else.

Meredith stated that AJC funding should be kind of the first point when it comes to providing services. Then, anything else would go to you, for example Workforce Advantage.

Antonio added that the important piece here is that the funding of a client's training and services is seamless to them. "Here is your career path option for you." The partnership is worried how it is being paid. It is really important to create that handoff opportunity for funding stream to funding stream.

Julio interjected that we can be more aggressive in bringing funding to the county. We can do this as advocates.

Antonio added that this is part of our strategy. Right now we have a Youth Program for which we have succeeded in acquiring \$350,000 in funding to do just summer employment. We are going to be aggressive, even going after Federal Grants. He feels that if we have a solid consortium that it makes for an easy argument to say it can do really well in managing the dollars and having really successful outcomes. That is future thinking for when we really have it together.

Julio added that the One Stop does not want enroll everyone in Title II. Those that we enroll in an IET where we are using our own funding should enroll in the One Stop. Even if you don't spend money, you will get credit for that. "I don't know exactly what you need to do, or how to work it out, but I am sure that there must be a way that we can get credit for a placement.

Meredith relied that we would have to fund a service for this to be true.

Antonio added that Julio would be wrong. The focus should be on taking the specific pool that Julio mentioned and seeing how the One Stop can service them to make sure that there are other opportunities for them to be successful. That is really the bottom line.

Scott then asked to go back to something that he felt is really important. It was said that "The client should not know what the funding source is." If we talk about this to the clients, their heads will spin in two seconds. Scott also mentioned that he often

Union County Workforce Development Board
Adult Literacy Committee Meeting
Administration Building-4th Floor Large Conference Room
10:00 AM March 14, 2019

loses clients because of the paper work involved in just determining eligibility. Scott feels that it should be hidden from the clients. By virtue of the services our clients need they are less able to navigate the paper work. The more that we can hide from them, the better retention we will see. When the library receives hand offs from the One Stop, there seems to be something very overwhelming to the clients. It is not necessarily anyone's fault, it is the nature of the system. We know that these people can really use services. However, there is something that really seems to be overwhelming to them before they get into the door. The idea behind Career Connections is to put the client in a friendlier place so that they may receive service. Anything that may be done to make the paperwork invisible to them will go a long way to helping them to not fall through the cracks.

Meredith stated that that is where if we had a partnership monthly meeting we would be able to identify that issue right away and then try to figure out how to solve it and implement a better system.

Antonio felt that this was a very good point. This may speak to having an advanced customer service strategy. That is what Antonio is hearing. He mentioned that it is government and we are not exactly the best at what we do.

Dan added that it is branding. If they see that it is all one system as opposed to multiple ones they are more likely to stay.

Antonio then inquired as to what strategies we may employ to minimize travel during the qualification part. One of the ideas that we talked about is having the One Stop go to the locations to certify people. That is a good strategy because you are meeting people where they are. That is very important because there is a distrust of government. Who wants to wait in line? If we understand that they are our customers and we want to be of service to them, why can't we meet them where they are? That is going to be an important piece. We need to really get the One Stop out to our partner agencies to help facilitate their success. We have done that in the past. But, it hasn't been a policy, a universal standard.

Julio stated that we need to prepare all the documentation. "Let's work for you guys." Give the orientation at our sights and do the individual interviews at all the sights and enroll everybody. Walk out with all the papers. That was the integration that was done between Carmen and me. It was beautiful."

At this point, Dan interjected that we have to keep going. We have enough on the previous topic. "Let's move to page three of your document which is S-29. "So far we have talked about contextual learning, dual enrollment coordination as topics and we have talked about some strategies for them." Now we want to talk about the term stackable credentials. It needs its own standalone discussion. We see the value. We will have a discussion on what the system is doing and what can we put into place to say we are going to do this. What can we do to use the idea of stackable credentials? Let's talk about it a little bit. We don't need to talk about the value. We know it is there.

Union County Workforce Development Board
Adult Literacy Committee Meeting
Administration Building-4th Floor Large Conference Room
10:00 AM March 14, 2019

Julio commented on what Workforce Advantage is doing. With our CNA program we are encouraging the clients to do the Home Health Aide Program and the CPR Program as well. We have changed the policy now because some people just take the license and runaway. If you take the license and are now working we will give you the CPR training. We don't just want to give someone a license unless they are going to pursue a career in it. That is one option. What other credentials can we provide after that is an open question? That is only the genesis of what should be done.

Scott stated; at the heart of stackable credentials is that they are at the heart of a career path. Even if we don't have onsite what the next step is then it just needs to be built in. For example, we are offering a whole bunch of text certificates. It is like what they are doing at UCC. We are doing IC3 as well as all the Microsoft stuff. Plainfield, as a city and UCC are doing Cisco Academy stuff, where the idea is that these lower level tech certifications are what we do at our site. People know when they finish it, it is stackable. This is the site that is doing the intro courses. We need to know that whenever they exceed what our top end is the next step would be to go to "X" vendor. We need to build it into the process. One of the nice selling points about these tech certs is that they are almost all college credit eligible. Each Microsoft certification is worth one college computer science credit. If we had that worked out with UCC, we could drive some of the students there. We need to take the credentials and show that they stack towards something and we build this information into the orientation. We can show the clients what they can do with each stackable credential. We could have someone from UCC come over once a month and explain options for when a course ends. Someone will come over with forms and assist in the financial aid process. You can come in with "3" credits. Isn't that beautiful? "That's how we have to do it.

Julio stated the Plainfield Library is already doing stackable credentials. They do IC3, then Word Certification, Excel Certification, and then Basic Microsoft Certification. Those are stackable credentials.

Dan then stated that we need to be able to do a handoff to vendor "X" in the stackable credential process. He then mentioned that he had three columns written down. They are the career coach, the provider and the participant. All three of those pillars need education procedures. The career coach needs to know when they have the first contact they need to be in talking phase with regards to a career path. This would include dual enrollment and stackable credentials. The providers need to know, inasmuch as they are in my office, "What is the next step for them that is stackable and what options do you have to engage funding for that, referral to others"? The participant, by virtue of the career coach talking to them and the provider talking to them will be more educated about the long term benefit. If we only do one of these three things, we are going to miss. It has to be all three.

Julio agreed with Dan. We need to follow that strategy. It is just a matter of working out the details at these meetings.

Union County Workforce Development Board
Adult Literacy Committee Meeting
Administration Building-4th Floor Large Conference Room
10:00 AM March 14, 2019

Dan stated that the committee is in agreement to go to a system wide approach with regards to stackable credentials.

Julio stated that it should be done not just within our own agencies, but our partners as well. This will provide a continuum of services.

Scott wanted to go back to a point that Antonio had made regarding the One Stop. The point was that it is necessary for their staff members make site visits. Scott feels that partner agencies need to do so as well. For many of his clients the next logical step is UCC. He feels that someone from the One Stop should make monthly visits to the Plainfield Library to instruct clients as to what the next step should be. It should be on a regular basis. Scott feels that is what is missing.

Julio interjected that there has to be a system. There needs to be a systemized process. At the upcoming meetings we will be addressing the logistics.

Scott added that the visits from vendors needs to be on a regular basis.

Meredith added that it would be an appropriate topic to be discussed at the March 20th WDB meeting.

Mayra interjected regarding ESL at UCC. The college previously had a program of intensive instruction in English. She stated that it contained six levels. The college is still doing levels one and two. When the students finish level one and two there will be a discussion of what financial aid is available for students to take actual college classes. The students can continue with ESL while taking college level courses simultaneously.

Julio reiterated the language found in Sub-Strategy S-29. We are talking about strengthening connections. There could be a meeting on that alone. We need to move forward on the strategies which the committee agrees with and may be followed in the future.

Dan then referenced S-30. He stated that the committee had previous discussions regarding it. At this point Dan asked the committee to read pages three, four, and five of the handout at their leisure. He asked if anyone had issues with the language present to bring it up at a future meeting.

He then asked the committee to move on to page seven and referred the group to S-14a. Subsequently, he read that Sub-Strategy to the group.

Julio asked if that particular Sub-Strategy pertains to this committee. He felt that it is not really related to this committee. He felt that it has more to do with the WDB, itself.

Dan referenced the five industries that appeared on page seven and were each preceded with bullet points. He pointed out that these are all industries that this

Union County Workforce Development Board
Adult Literacy Committee Meeting
Administration Building-4th Floor Large Conference Room
10:00 AM March 14, 2019

committee works with. Dan agreed that S-14a applied to the WDB. However, he also felt that it is pertinent to the committee and filters out to the employers that they deal with. He added that Antonio would probably like to work on the wording of this. It is certainly more of an employer related objective. We start with the employer needs and work backwards. He then asked what the committee thinks from a literacy standpoint.

Julio stated that we have partnerships with the employers that we work with when it comes to the occupational component. We bring the employer to the One Stop in a recruiting effort. However, he felt that the strategy was somehow more of an over reaching strategy.

Dan stated that the difference between having employers work with you in order to place people as opposed to having an employer with you in order to educate us in what we need to deliver training wise. That is more towards what we are talking about.

Meredith stated that Isaias of UCC informed her that employers stress with regards to OJT's that there needs to be better focus on what the employer needed. They want to tailor whatever soft skills training through the OJT project, and make it really selective to what they want. The college definitely does that.

Mayra stated that she is not too familiar with Isaias program. However, she is aware that is how they do it.

Dan stated the exaggerated example would be that vendor "Y" who is going to be delivering automotive repair would have to meet with the industry specialist and state that these are the kind of books you should be using. This book is horrible, and why aren't you teaching this? That is the optimum of employer centered collaboration. This would be not just in the placement end, but would involve the education component. Does that ring true?

Meredith stated that she doesn't know, and she hasn't heard it.

Julio stated that what drives us is the guarantee of an employer related credential. The credential is what drives the program. This must be something that the state recognizes. It might be a Microsoft Office credential. You don't need to speak to an employer to know whether they recognize this credential because it is something you need to earn. CNA is the same thing. The state tells you what to teach. The tests are strictly monitored. The certification process is up to date. That is what really drives our programs. It is the credentials.

Dan interjected that a lot of it is obvious. When you see the MOS certification you know that it is Microsoft and that it is highly reputable. However, there may be areas where it is not as obvious as to what the right credentials are. For instance, the auto industry. Maybe there are not as clear cut exit credentials there that measure competency as well as in other industries.

Union County Workforce Development Board
Adult Literacy Committee Meeting
Administration Building-4th Floor Large Conference Room
10:00 AM March 14, 2019

Julio added that Lincoln Tech meets with a committee of employers to ascertain what is important to them. One of our employers is part of that group.

Dan added that you can accomplish the aforementioned strategy with a simple survey. It could be a simple mailing done from the board. We can simply survey some of the employers in Union County to see what their needs are credentials wise.

Various committee members stated that it was a good idea.

Julio stated that we can mention some practices that are already occurring in the county or that may be implemented in the future. There can be an employer advisory committee. We can also contact other counties to see what their best practices might be for vendors.

Dan then moved on to Sub-Strategy S-14b and read it to the committee. He stated that we have pretty much covered it. Dan felt that the first sentence threw him off in comparing what we are doing to the state's development strategy. However, everything after that phrase is something we have been talking about. He added that we might want to discuss partner meetings.

Committee members agreed.

Julio stated that the committee structure of the WDB would allow for a lot of what S-14b states to occur at the committee level. He stressed the need for having very active committees. Meredith agreed.

Dan moved on to page ten of the handout which contains Sub-Strategy S-5. He then stated that we have spoken about soft skills a lot and have come up with some action items. One of the things stated at the Youth Committee is that we need a comprehensive list of what the soft skills that we are teaching. We need to go over that content. One of the items that came up is whether we need to teach soft skills in Spanish. Dan asked the committee what their thoughts were.

Julio stated that we have something like this in our consortium curriculum. We call them employability skills. That is really the same thing as soft skills. The whole curriculum is fully integrated with soft skills. All of our curriculum is employment driven. Even at a very basic ESL level we are practicing to get students ready for job interviews.

Dan interjected with what some of the discussion was. He asked if there should be standardized soft skills training. Some of the vendors are doing their own form of soft skills training. Should we, as a group agree that that is enough, or do we want to see standardized training?

Scott stated that the Library hosts the college on their site. There is a difference between a two week long soft skills training versus doing contextualized soft skills training. They are two different things. Two weeks is not enough to learn

Union County Workforce Development Board
Adult Literacy Committee Meeting
Administration Building-4th Floor Large Conference Room
10:00 AM March 14, 2019

everything. Isaias does a great job with soft skills training. His class is usually at capacity. We are talking about UCC's state approved soft skills training curriculum as opposed to contextualized soft skills training. Everything may be connected to soft skills training.

Julio stated that Workforce Advantage has that curriculum as well. What would be a good idea is to standardize the competencies. "Whatever you do has to include from A to Z." Make sure that your program includes that. The members of the consortium are heavy into soft skills. To force someone to go somewhere else, we run the risk of losing them. We don't want to do that.

Scott suggested that you would only need to send someone for specific soft skills training is if the curriculum that they are in did not include them.

Julio asked if someone walked in off the street and you wanted to send them to Lincoln Tech to learn automobile mechanics, then it would make sense to put them through a specific soft skills class.

Dan spoke of the evolution that has taken place. He mentioned the fact that at one time, soft skills were not taught. Employers were crying out about it. There has been an increase in programs that are adopting something we are calling soft skills. From an outsider looking into Union County's Workforce System, are there clients that have slipped through the cracks and don't receive the soft skills training because our system doesn't catch it all? Is that possible?

Julio replied that people walk through the One Stop's doors. The One Stop is not part of the consortium. Some people are referred directly to training. He stated that he would be concerned for them. Often, they are not receiving soft skills training.

At this point Antonio interjected. "That is not what happens. Anyone who is referred for training will go to soft skills." "They do not go directly to training. They go to soft skills first." He added that he would need more evidence that the programs which the individual entities have are successful. The Strategic Plan is about the future. It is not about how we would like to see our programs today. It is forecasting about how the models will be in the future. The Federal Government has as part of its Strategic Workforce Development Plan evidence based policy development. You are talking about research papers now. The models that appear to be successful have been documented as such. That is the future of workforce development. To that end, everything we apply going forward should be looking at is there success? Will there be the research to support it? What we are doing is leading to those outcomes. "That is my only caveat about that."

Dan asked for Antonio to bring that point home regarding soft skills.

Antonio replied, "That is where I am going." "This was discussed in a meeting with the Youth Committee." "One vendor said that we do soft skills. No you don't. I know you don't."

Union County Workforce Development Board
Adult Literacy Committee Meeting
Administration Building-4th Floor Large Conference Room
10:00 AM March 14, 2019

Dan asked Antonio if he felt that the vendors have been mistakenly thinking that they are teaching soft skills.

Antonio replied that Dan was correct in that assumption. That's where the caution is. That may be a workaround, not going through the bureaucracy. They need to go through the bureaucracy, insuring that accountability is there. "I am going to push back with caution on that. There needs to be evidence. We can have what we like. Show me that what you like to do, you can prove success." "That is very important." That is why it has been put into "Train the Trainer".

Addressing Julio, Antonio stated that if you are employing the same curriculum as the college, do you have certified Train the Teachers instructors? This is not a question about Workforce Advantage, it is a question about the model. Julio employs the qualified instructor, so it is not a question about him. "Do you have an institution with qualified instructors? Prove it to me." "Show me the curriculum that you are employing. Show me your outcome measures. That way we can walk away and say that it is an acceptable model. You have taught job readiness or soft skills."

Scott asked if Isaias "screener" was sufficient to be able to decide if one has the necessary soft skills without taking a course in it. He added that some people feel they have soft skills. They then take a test and realize that it is not true. He also stated that clients seem to have a lot of say in where they are going. "How possible would it be to create requirements? Some participants feel that they can avoid taking soft skills.

Antonio replied that Scott would be incorrect. We can put into place conditions. Right now we do have the conditions for the soft skills piece. We can say that before we are going to invest four or five thousand dollars on training, here is what you need to do. We can say that there will be a thirty or forty hour soft skills training class requirement.

Dan interjected that you can take the TABE Test.

Antonio agreed. "You need to take the TABE Test. The computer training could be in there also. Here is the thinking behind there. There is a high dropout rate for people going through training. If they do go through the training, it is sometimes difficult to capture those outcomes. The point would be that the intention would be that if they drop out, or we never see them again they will have gotten some of that baseline skill set that will help them be more successful." He then stated that most people who are college graduates still require soft skills training. That is one of the challenges that employers have for the Workforce Community. Soft skills is not an academic exercise. We don't care if they have a college degree, they need to have the emotional intelligence to invest in them with my company. If we are going to invest in you, you need to invest in yourself.

Union County Workforce Development Board
Adult Literacy Committee Meeting
Administration Building-4th Floor Large Conference Room
10:00 AM March 14, 2019

Julio replied that he is in total agreement. He inquired as to what policy is on the table. Do we want to make it a requirement that they have soft skills training? Can there be more than one option moving on? If the WDB wants to have rules, we will follow them. That is not a problem.

Antonio stated that soft skills is a requirement. He added that unless you have research to support your position that is the policy. Research is showing that that is the crisis in the country.

Julio then stated that he is in total agreement with Antonio. He then asked "If I need a contract with youth, the contract being for soft skills and some basic skills together and that is what we have the expertise in house to do. My course is basically the same that is in the college. With dual enrollment they spend those two weeks going through the soft skills, so it seems to me that you should allow the option for us to do it, if you prove you can do it."

Antonio stated that he had already said that. "If you can document that you have the curriculum, the qualified instructors, that is what I said earlier."

Julio stated that it was what he was summarizing.

Antonio added "You have to prove it."

Barbara asked if a vendor wants to teach soft skills. Can they?

Antonio stated that you have to prove you can. You need to say that this is the model that I am using. That is what the college did.

At this point there was a give and take between Barbara and Antonio regarding the subject of soft skills training and dual enrollment.

Julio stated if he gets students for dual enrollment, it becomes a problem. He stated that he can do it in house.

Antonio stated that he understands that. He added, what I am saying is to add an integrated training component to what you are doing. "Challenge yourself to really push the envelope." He added that it must be on the ETPL list.

Dan stated that what he is hearing from the outside is that there need to be some kind of standards. We use something that has been proven for ITA's. Now, if a vendor has something that they say they like, it seems as though someone needs to look at that objectively and say it has or doesn't have the kind of standards that produce the results as opposed to allowing every vendor to do what they want.

Julio agreed. He added that their course is on the ETPL list.

Meredith asked what the process would be to get there.

Union County Workforce Development Board
Adult Literacy Committee Meeting
Administration Building-4th Floor Large Conference Room
10:00 AM March 14, 2019

Dan reiterated that it needed to be ETPL approved. He added that locally, the board would want to look at it and say that we approve.

Antonio stated that he would want the approval to come through his office.

Barbara asked if there was a test with numerical evidence that someone needs to pass.

Antonio stated that what he was speaking to the fact that everyone that the WDB was going to invest in ITA dollars, they are put through soft skills first. It could mean ten chapters of life skills.

Barbara replied with the question "How do you know that helps anybody?"

Antonio replied that the research from the employer side shows that soft skills are more important than hard skills.

At this point there was a back and forth exchange between Barbara and Antonio with Barbara asking if research showed that people taking soft skills classes are more successful than those who don't? Antonio replied in the affirmative and added that there was better retention as per the feedback from the employers who are doing the hiring.

Julio stated that the WDB has more control if they approve the course. However, he understood how Antonio feels.

Antonio stated that the WDB was not looking for narcissistic control. They just want more quality control.

Julio understood and Antonio added that it enables you to cut your losses early without much cost. It helps in the long term.

Barbara then asked if there was an approved course.

Antonio replied that four years ago he and Lisa Hiscano of UCC sat down to design a strategy on how to respond to the employer demand. The WDB paid for that curriculum development. He added that the college developed that curriculum in Spanish as well. At Antonio's request to meet clients where they are, they too can brush up on their soft skills in their native tongue.

Julio added that we can use it at the consortium level. You can share it in Spanish as well because Workforce Advantage's trainers are bi-lingual.

Antonio added that he and Lisa Hiscano had recently met to discuss updating the curriculum. They want to make it more condensed and interactive. That is the beauty of the curriculum they have designed. It should be a curriculum which evolves to meet employer's demands and to meet labor market demands.

Union County Workforce Development Board
Adult Literacy Committee Meeting
Administration Building-4th Floor Large Conference Room
10:00 AM March 14, 2019

Dan asked if it was a paper and pencil kind of thing or whether it was on a computer. The evolution could be computerized.

Antonio responded that the 1.0 version was approximately six hundred power point slides. He added that it was pretty extensive and was a forty hour course. We consolidated that and touched on the concepts and themes. They made it take less time, while being more efficient and more relevant. Antonio then mentioned that Dr. Hiscano indicated to him that the students are not cracking open the books. We have a student population that is not reading thoroughly. They are not doing their homework properly. How do we engage them and meet them where they are and move their skillset up at the same time?

Scott commented that it was an excellent course and he had seen the clients come through. He had only heard one student make a negative comment in the last two years. He mentioned that two of the days in the "brush up" are devoted to computer skills. "If you are looking for a standalone thing then you could pop those two days out."

Antonio stated that he liked that idea and added that they could get a credential or certificate in the process.

Scott added if people acquire soft skills and computer training they would already in a position to gain employment even though that is not what we want. After five weeks you could not only find a job, but a good one.

Dan then asked for five more minutes and apologized for cutting Scott off. He then moved on to page eleven in the handout and started a discussion on assessment. He stated that the committee had quite a bit of discussion regarding it. He mentioned that the information that appeared on page eleven came from outside the state of New Jersey. He then asked for the committee to look at the items that appeared in red. The issue is how we can use assessments across Title I and II to share assessment information? He asked the committee to look at the five "bullets" and proceeded to read them aloud.

Dan then stated that in the prior meeting that there had been discussion about the best system to use that can be shared and is acceptable for EFL's. He added that he would like the discussion to last another five more minutes and to come up with a procedure so that there can be some sharing of information.

Julio suggested that the expert on the various TABE Tests, Marlene Loff was not at the meeting.

Mayra interjected that Marlene would subsequently call a meeting and that everyone would be invited.

Julio stated that Marlene's input is critical. It is critical to have a meeting with Marlene. The subject is very technical and requires her presence.

Union County Workforce Development Board
Adult Literacy Committee Meeting
Administration Building-4th Floor Large Conference Room
10:00 AM March 14, 2019

Dan then inquired if the issue of sharing is even possible.

Scott stated that things are not as technical as they seem, inasmuch as we will all be "railroaded" into TABE Eleven and Twelve. "I am pretty sure that is where it is going." "Frankly we have to pick the test not based on what is a better test, based on what is acceptable to both state and federal DOL and DOE." "TABE is pretty universally accepted." He added that his facility did not need its own license for the testing. We would be able to do a bulk license. We need to be able to assess whether each student has gone up a grade level. With a bulk license we will all have access to the test scores. We need a simple waiver.

Julio stated that the concern raised by Marlene as well as the state is that there is more than one test approved by the state. Marlene wants to move to CASAS as opposed to TABE Eleven and Twelve. It is a very technical discussion and affects the consortium more than anything else.

Antonio stated that he wished to push back on that idea. He stated that Julio keeps referring to the consortium. It does not exist by itself. He further stated that he wants to speak the language. It is very important. "What you say and what you project is what I hear." "You need to walk away from it impacts the consortium." "You do not exist if you don't have the support of the Workforce Development Board." "We are having discussion on the state level too." "You guys think that you are on your own island and you are not." "We need to bring you home so that you understand that you are part of the consortium of the American Job Center Network under WIOA." "Title II is WIOA." "We need to upgrade the 2.0 language."

Julio wanted to be sure that his statement is not misunderstood because he is in total agreement with Antonio. He doesn't feel that they are a system unto themselves. The issue it is something that affects the consortium and the One Stop. "There has to be consistency between what the One Stop uses and what the consortium uses." "We are one family."

Antonio stated that "The future consortium of Title II may not be you guys." "It may be the American Job Center." "The future is changing." "You will be part of it, but it will be under the American Job Center." "That is another option that is being explored at a high level with the state." "Because again, every area is having the same problem." "Title II thinks it is on their own island." LACES is great. That is now changing. This is being dictated by the Feds.

Dan added that the things that break up that are things we are talking about today. "Dual enrollments." "Doing things together with our partners." It fights against the image that the state has about your own island. Until that legislation will change, we can still work closer together so that it doesn't appear as if we are off on our own.

Union County Workforce Development Board
Adult Literacy Committee Meeting
Administration Building-4th Floor Large Conference Room
10:00 AM March 14, 2019

Julio stated that the Literacy Committee is the platform that is allowing that to happen. While we are active that is happening. "I am all for that." We need to listen to Marlene's point of view when we have that discussion. She is a major partner.

Antonio stated that he would also add this to the soft skills discussion that we have been having.

Scott went back to the other assessments to clarify for many years. He further stated that he did not care which of the assessments that we choose. "They are all the same across the board." "There is no difference." Whatever the committee wants to go with is fine as long as we can all access the information. "Nothing could be worse than sitting in a meeting to discuss the merits of the tests."

Antonio stated that it doesn't need to be just one test.

Scott feels that picking just one test is not a bad idea. He added "The best thing that we can do is go under a County license."

Antonio added that everyone would be given their own password.

Scott stated that there would be a significant number of benchmarks achieved just from the people that come in. "If I test them again you guys will have access to that right away."

Dan asked if there should be any discussion as to whether the TABE test will be used.

Scott added that when he administers a test he will do it with pen and paper. The cost is only two dollars a test. As long as it is approved by DOL and DOE, both State and Federal he doesn't care which test is used. "You guys tell me what you want to do."

Director Rivera wished to give one final statement regarding the last page. He added that it actually will pertain to the whole strategies of planning process. "We keep talking about WIOA Title I and Title II with integration. We cannot forget that the other requirement which is TANF. TANF is also on the same train of thinking at the Federal level. There needs to be integration with Title I and Title II and TANF. They are all on the same outcome measures. TANF is the one that we really haven't touched. They are not really represented."

Meredith added that TANF has been coming to the workshops.

Antonio stated that TANF needs to be present at all the committee meetings.

Dan interjected with this same thought. He referenced the fact that Scott will attend the various committee meetings. We are learning more, there is more discussion and more cross pollination. It is only two hours. It would be good if TANF were able to attend.

Union County Workforce Development Board
Adult Literacy Committee Meeting
Administration Building-4th Floor Large Conference Room
10:00 AM March 14, 2019

Meredith added that TANF is coming around more with the workshops. She then mentioned that she would speak to them regarding attending the committee meetings.

Antonio mentioned that TANF has their own operational meeting and that he can't understand why they aren't a committee under the WDB that they come to.

Meredith interjected that Liz Paskewich attends their operational meetings.

Julio mentioned that the WDB committees have been active some of the time and at other times not. Now that we are keeping the committees alive and active there should not be a TANF meeting and an operational meeting. They should be combined into one meeting and involve everybody.

Antonio stated that people are just creatures of habit. They have a meeting because they have always had it, not because it serves any function. "So, in order to keep the players and the interest on board there needs to be a purpose related meeting with integration of the strategic planning process as to how it works for the AJC, how it works for the partners." "You are getting a lot of TANF clients that you don't know are TANF clients. But, that should be part of the discussion and part of the integration, not a standalone committee and division. They are operating in the ultimate silo. That's a problem."

Julio stated that we need to bring them home.

Dan asked about the issue that Marlene could assist with.

Mayra reiterated that Marlene will get in touch with everybody about the CASAS. Mayra added that it was her understanding that it had just been approved by the state. "Marlene will call a meeting and get everyone involved. She told me to mention that."

Antonio stated that we are going to bring Marlene home. We are going to bring everybody home.

Julio asked for any final comments and inquired as to when the next meeting will be? Julio was under the impression that this meeting had replaced the April meeting.

Antonio stated that he would send everyone an email regarding the date for an April meeting.

Julio stated that the next meeting would be held on April 11th.

Antonio stated that we will have things updated by then with the language included in the Strategic plan and go over it again and say "hey guys" where are we with this.

Union County Workforce Development Board
Adult Literacy Committee Meeting
Administration Building-4th Floor Large Conference Room
10:00 AM March 14, 2019

Dan asked if the committee looked at three, four, and five. There is a lot of detail that he would like to see from that which is relevant to the plan.

Julio replied in the affirmative. He had briefly read some of the material and it too applies to this committee. He then thanked everyone for attending and adjourned the meeting at 12:15 PM.

Verbatim dialogue is available through recording.