

Burlington County
Workforce Development Area
Four-Year Strategic Plan
2016-2020

2019 Modification

Table of Contents

OVERVIEW	1
SECTION I Local Analysis of the Local and Regional Economic Conditions	1
SECTION II Description of the Local Area Workforce Development System	20
SECTION III How the Local Area Provides Access to Services	25
SECTION IV Local Area Business Services Strategies	29
SECTION V Coordination with Economic Development	33
SECTION VI Description of the Local Area One-Stop Delivery System	34
SECTION VII Employability Skills	40
SECTION VIII Rapid Response Partnership	41
SECTION IX Youth Activities	41
SECTION X Coordination of Workforce Development and Education	47
SECTION XI Transportation and Workforce Development	48
SECTION XII Coordination with State Employment Services	49
SECTION XIII Coordination of Adult Education and Literacy	49
SECTION XIV Coordination with Rehabilitation Act of 1973 Partners	52
SECTION XV Fiscal Agent	53
SECTION XVI One-Stop Operator	54
SECTION XVII Local Performance Metrics	55
SECTION XVIII Workforce Development Board Membership	56
SECTION XIX Systemwide Professional Development	58
SECTION XX Provision of Training Services	58
SECTION XXI Local Area Planning Process	60
SECTION XXII Integrated, Technology-Enabled Services	61
SECTION XXIII Priority of Services	62
APPENDICES:	64

OVERVIEW

The Burlington County Workforce Development Board (WDB) is dedicated to identifying and promoting workforce development strategies that positively impact the economic well-being of Burlington County and the South Jersey Workforce Collaborative region.

Through the Workforce Development Institute (WDI) [that was launched in 2015](#), Burlington County implemented a broad-based partnership working toward a vision of a County that grows its economy by investing in its people so that every worker and every industry has the skills to compete and prosper. The WDI has proactively formed partnerships broader than the American Job Center and WIOA partners to reform and improve workforce education and training policies in our local area.

The Workforce Development Institute has created an innovative, workforce team that assists local businesses in remaining globally competitive in a growing technologically and knowledge driven economy. The WDI is the center for workforce development initiatives and resources to assure our community has a quality workforce to meet the changing needs of the labor market. It provides easy access to demand-driven and comprehensive employment, educational, training and economic development services that are integrated to meet the needs of job seekers, employers and community.

With the development of partnerships and strategic alliances with the community and collaborative relationships working with local, regional, state and federal agencies/governments, the Workforce Development Institute of Burlington County is a successful model in the delivery of comprehensive business and career services.

SECTION I

Provide an analysis of the local and regional economic conditions, including existing and emerging in-demand industry sectors and occupations; and the employment needs of employers in those industry sectors and occupations. [WIOA Sec. 108(b)(1)(A)] and [proposed 20 CFR 679.560(a)]

Note: Please refer to Section II. Regional Data Analysis of the South Jersey Workforce Collaborative Regional Plan submitted to the State on October 3, 2016 for an initial analysis responding to this element.

All data contained in this section was provided by the New Jersey Department of Labor and Workforce Development (LWD) Office of Research and Information, Workforce Research and Analytics (ORIWRA) team. Data sources include internal data collection from LWD as well as external sources including the U.S. Census Bureau and Burning Glass Technologies. This section includes data for resident employment by industry, employment and annual average salary, educational attainment, and the demand for skills and certifications.

Industries

The top five industries in terms of net **regional** employment are 1) [Leisure, Hospitality & Retail](#) 2) [Healthcare](#) 3) [Transportation, Logistics & Distribution](#) 4) [Technology](#) 5) [Construction and Utilities](#). These five industries comprise **71.8%** of the total civilian employed population age 16 and older. Below is Burlington County's resident employment by industry.

Resident Employment by Industry¹

INDUSTRY	Resident Employment
Educational services, health care, and social assistance	56,983
Professional, scientific, mgmt., admin, and waste mgmt. service	29,315
Retail trade	25,349
Finance and insurance, and real estate and rental and leasing	19,731
Public administration	16,863
Manufacturing	17,245
Arts, entertainment, recreation, accommodation, and food service	15,442
Transportation and warehousing, and utilities	10,665
Construction	12,634
Other services, except public administration	8,292
Wholesale trade	5,840
Information	5,107
Agriculture, forestry, fishing and hunting, and mining	770
Total Civilian employed population 16 years and over	224,236

FIGURE 1

Occupations

The top five occupations in terms of net **regional** employment include: 1) retail salespersons, 2), cashiers, 3) registered nurses, 4) waiters and waitresses, and 5) [Office Clerks, general](#). Salaries for registered nurses are significantly higher than any of the other top ten occupations, paying an average annual salary of just **over \$77,000**. Office clerks and secretaries and administrative assistants except legal and medical each have average wages above \$15.00 per hour, while the other seven top occupations pay at or below \$15.00 per hour on average (based on a 2,000-hour work year).

Employment and Annual Average Salary - Detailed Occupations²

Occupation	Employment	Annual Salary
41-2031 Retail Salespersons	26,980	\$28,295
41-2011 Cashiers	21,520	\$22,000
29-1141 Registered Nurses	17,120	\$77,245
35-3031 Waiters and Waitresses	16,310	\$25,392
43-9061 Office Clerks, General	14,280	\$34,774
31-1014 Nursing Assistants	12,860	\$28,235
43-5081 Stock Clerks and Order Fillers	12,480	\$26,938
43-6014 Secretaries Administrative Assistants, Except Legal,	11,720	\$39,755
43-4051 Customer Service Representatives	11,620	\$36,064
Total all occupations	770,590	\$50,562

¹ Source: U.S. Census Bureau, [2017 American Community Survey 1-Year Estimates](#)

² Source: Occupational Employment Statistics, [Southern Region 2017](#)

In terms of occupational groups, as opposed to specific occupations as identified above, the top five occupational groups for Burlington County include: 1) Management, business, science, and arts 2) sales and office occupations 3) service occupations 4) Production, transportation and material moving occupations and, 5) Natural resources, construction, and maintenance occupations.

Employment and Annual Average Salary - Occupational Group³

SOC Code	Occupational Group	Employment	Annual Salary
43-0000	Office and Administrative Support Occupations	87,580	\$38,713
41-0000	Sales and Related Occupations	53,710	\$42,466
35-0000	Food Preparation and Serving-Related Occupations	42,140	\$25,154
25-0000	Education, Training, and Library Occupations	40,160	\$61,816
29-0000	Healthcare Practitioners and Technical Occupations	33,410	\$92,712
51-0000	Production Occupations	24,740	\$38,373
13-0000	Business and Financial Operations Occupations	26,450	\$78,004
31-0000	Healthcare Support Occupations	23,300	\$30,715
11-0000	Management Occupations	21,820	\$134,003
		528,400	\$52,292

FIGURE 3

Collecting and analyzing the demand-side employment data, such as the top industries, occupations, and occupational groups, is done in tandem with collecting and analyzing supply-side employment data. This provides the full data-driven picture, allowing for workforce development initiatives to have their greatest possible impact.

³ Source: Occupational Employment Statistics, [Burlington -Camden-Gloucester-County Area 2017](#)

b. Provide an analysis of the knowledge and skills required to meet the employment needs of the employers in the local area, including employment requirements for in-demand industry sectors and occupations. Describe the local area plans to work in conjunction with the NJ [Industry Partnerships](#) and other industry and occupational associations and networks in developing and delivering in-demand services.

Educational Attainment and the Demand for Skills and Certifications

It is imperative for all divisions of the WDI and the WDB to understand the local and regional demographics and the educational/skill characteristics of the population to be sure that we are meeting the needs of our employer base. While knowing how many people are available to fill job positions is vital to understanding the labor supply, it is also important to understand the education and skill level of the labor supply. In terms of educational attainment, 14% of the County’s population aged 25 and over do not have a high school diploma while 66% have a high school diploma or its equivalent.

Educational Attainment^{4,5}

Level of Education	# of Individuals	% of Pop. age 25 and
Less than 9th grade	6,770	2%
9th to 12th grade, no diploma	13,926	4%
No High School Degree	20,696	6%
High school graduate (includes equivalency)	106,856	34%
Some college, no degree	59,479	19%
Associate's degree	27,444	9%
Bachelor's degree	74,439	24%
Graduate or professional degree	40,846	13%

FIGURE 4

The Top 5 Certifications in Demand

1. Certified Public Accountant (CPA)
2. Project Management Certification (e.g. PMP)
3. Certified Information Systems Security (CISSP)
4. Automotive Service Excellence (ASE)
5. Cisco Certified Network Associate (CCNA)

Employers not only look for individuals with a specific educational attainment level when filling an open position, many times they also look for individuals with specific skills and certifications. The following chart is based on online job postings, occurring during the 2015 calendar year, across the region.

⁴ The percentages add up to more than 100% since an individual may fall into more than one category.

⁵ Source: U.S. Census Bureau, [2013-2017 American Community Survey 5-Year Estimates](#)

Baseline Skills in Greatest Demand

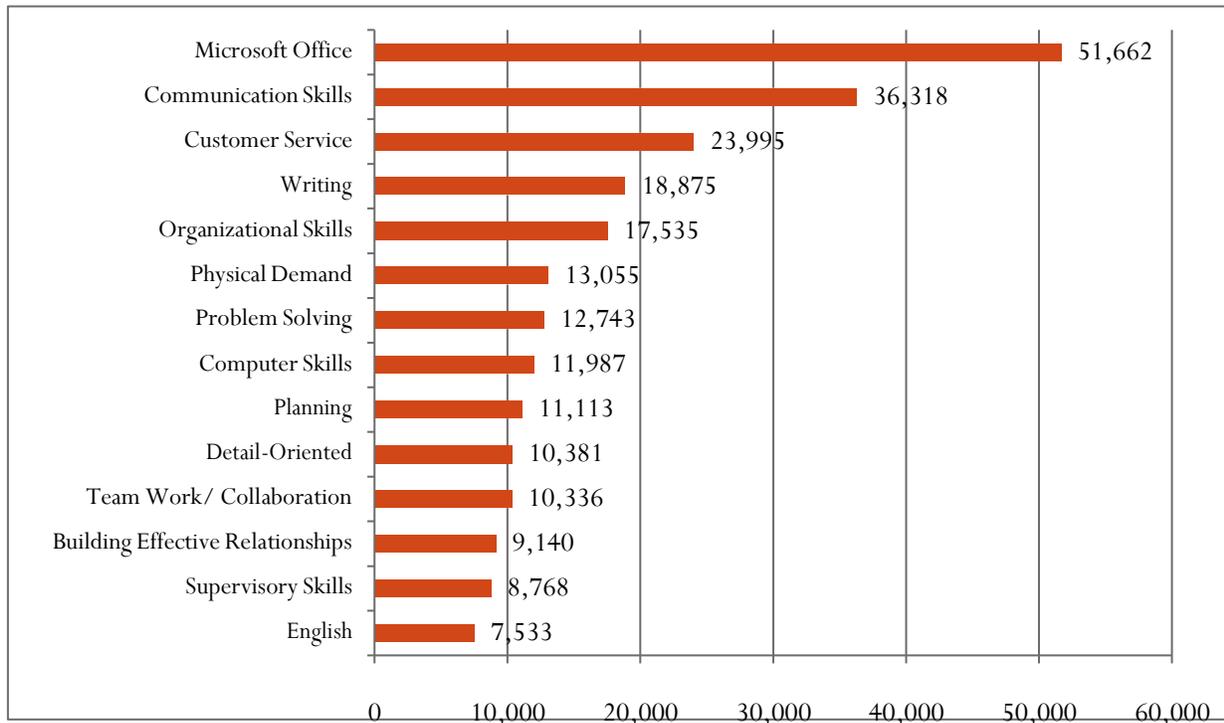


FIGURE 5

Employer Needs in Existing and Emerging Sectors

Two key takeaways from [this information](#) is that the most sought-after skill and certification are “Microsoft Office” and “[Certified Public Accountant](#)” respectively. Other in-demand skills include communication skills, writing skills, organizational skills, physical demand, and problem solving. Overall, in-demand skills are focused on interpersonal skills while many in-demand certifications are centralized within [Information Technology and Service Sectors](#).

Burlington County and the surrounding region has a strong manufacturing base, comprised of employers in both urban and rural settings. Products produced include health equipment production, food production, and production that supports aerospace and defense industries.

The Manufacturing industry is experiencing skill shortages in several areas. Such skill shortages include but are not limited to, Assembly/Production Workers, CNC Operators, Electrical Engineers, Lathe Operators, Machinists, Mechanical Engineers, Production Supervisors and Welders. Area employers have identified that demand in this sector will continue, not only due to growth but also due to a significant number of individuals in the workforce exiting due to retirement.

Jobs in this industry sector require, at minimum a high school education plus specialized training beyond high school, often requiring certifications that can lead to an Associates’ Degree or be part of an employer-sponsored apprenticeship. Based on several advanced manufacturing forums and partnerships with employers, the WDI in conjunction with New Jersey’s Talent Development Center for Advanced Manufacturing [began](#) to address employment and training needs for the near and long term. Starting in November 2016 the Burlington County WDI [kicked](#) off its Machinist Boot Camp in Advanced Manufacturing

Lab which is physically located in Burlington County's Career and Technical Education school, Burlington County Institute of Technology (BCIT).

Results of another employer focused forum spurred Burlington County WDI's partnership with the New Jersey Department of Labor and Workforce Development. The WDI was appointed a Transportation, Logistics and Distribution (TLD) Talent Development Center. There are skill gaps in both technical and soft skills as well as high employee turnover rates in specific occupational areas (warehousing, truck drivers, etc.). The three major occupational clusters in TLD include operations, engineering, and management. Although the grant for operating as a Talent Development Center has ended, the WDB and the WDI look to make prospective talent aware that there are multiple entry points into a high-growth career in the TLD sector.

Careers in this industry involve planning, management and movement of people, materials and goods by road, pipeline, air, rail and water. Related professional and technical support services such as transportation infrastructure planning and management, logistic services and mobile equipment and facility maintenance are also career options. New positions continue to emerge as the industry grows.

Locally we have established a TLD advisory board that meets regularly to review curriculum, materials, and programs that can address their talent needs. The certifications and credentials that are currently offered in this area were chosen by the WDI to use in a National Credential Transparency Initiative. This initiative establishes a common language for users to enable more portability of the credential earned. Additionally, Rowan College at Burlington County (the entity who houses the WDI) has increased its offerings from certifications to Associates Degrees to an opportunity to earn a Bachelor's Degree through Rowan University in various areas of TLD.

Although not mentioned in the nation's 5 top certifications, Healthcare is another major industry in Burlington County and the region. Jobs in the Healthcare industry are expected to grow at a faster rate than any other industry in the region. The industry shortages and demands are uniquely interrelated. As workers leave the workforce due to retirement, they are expected to increase the demand for healthcare services. Demand for workers will also be impacted by increases in healthcare occupations due to growth of facilities such as new hospitals, urgent care facilities, pharmacies, pharmaceutical distribution facilities and home health agencies which will be opening or have recently opened throughout Burlington County and in the Southern NJ region.

The types of occupations in this sector vary significantly with regard to education and training requirements. Many occupations in this sector require training beyond high school and/or industry-recognized certificates or licensures.

Occupations expected to see demand include but are not limited to Certified Nursing Assistants (CNAs), Direct Care Workers (DCWs), Emergency Medical Technicians (EMTs), Medical Assistants, Phlebotomists, Pharmacy Technicians, Physical Therapists and Occupational Therapists, Registered Nurses (RNs), Social Workers and Surgical Technicians.

The Construction and Energy industries are attempting to hire at a rate that outpaces the available talent according to several area employers. Employers in these industries state they are willing to train candidates for their open positions. Their struggle is finding talent in sufficient number interested in their industry. Positions in demand in the construction and energy fields include but are not limited to Electricians, Electrician Helpers, Plumbers, Plumber Helpers, Carpenters, Roofers, HVAC Mechanics and Installers, Heavy Equipment Operators, Crane Operators, meter readers, lines workers, and water treatment

specialists. While some of these professions are laborer positions that begin as entry level positions, many require specialized training, including Associates' Degree and Trade School education; others may require employer sponsored apprenticeships.

Other industries of note include Accounting and Insurance specialists, IT, Cooks and Service sector positions. The demand for skilled Accounting professionals remains high throughout the region. Individuals with degrees in accounting are able to transition into the field immediately upon completion of post-secondary education and are then trained on the job to develop skills, knowledge and expertise in the field and within their specific accounting specialties.

The WDB through the WDI in coordination with the NJ [Industry Partnership for Finance](#) are looking to expand the available programs, certifications, and degrees in this industry for students and job seekers in Burlington County. [We are looking to develop internships, pre-apprenticeship and apprenticeship opportunities in not only the financial sector but in all of the demand industries in New Jersey.](#)

There is an ongoing need for IT professionals within the County and the region. This includes Software Consultants, Computer Technicians, Engineers and Network Engineers. Companies in the area are seeking professionals with Associates' and/or Bachelors' degrees in IT with credentials such as Microsoft Certifications and a variety of transferrable IT skills to perform all necessary IT functions. [The WDI has partnered with several companies in the IT sector to offer CISCO, Programmable Logic, and other needed certifications to address their hiring needs.](#)

The Service Industry has hundreds of job openings annually. Major retailers in this sector stressed the importance of customer service, but due to the diverse nature of their unique needs, they did not identify any training that prepared job seekers for these positions. Internal training is provided by each employer on a limited basis. Job seekers are expected to have basic common sense and customer service skills that come along with being a customer. The top ten essential critical knowledge and skills that business partners identify as in demand in the area are:

1. Oral and written communication
2. Integrity
3. Detail oriented
4. Customer service oriented
5. Microsoft Office
6. Teamwork
7. Problem solving
8. Creativity
9. Self-starting, self-motivated
10. Coaching



Provide an analysis of the local workforce, including current labor force employment (and unemployment) data, and information on labor market trends, and the educational and skill levels of the workforce in the region, including individuals with barriers to employment.

Age demographics are significant because they will affect various sectors in the local and regional economy. Since 2016 there has been a shift in age distribution for Burlington County. Previously, the data indicated that the population for Burlington County was predominately aged 35 years to 44 years. Current data indicates that there is a significant percentage of 45 to 64 years or more. The data also indicates that the future workforce within the next 20 years will consist of fewer workers than the current workforce.

It is imperative to continually monitor this potential decline in the workforce and to develop programs and policies to encourage an adequate supply of future workers in Burlington County. It goes without saying that this future workforce must be well-trained and skilled to meet the needs of our local and regional employers.

Further, it is expected that this demographic shift will accelerate employment growth in the healthcare cluster in the area, as well as in selected industries within the finance and insurance clusters. Since a large portion of this group will at some time require long-term/nursing care or assisted living.

Population

Population Totals and Growth Trends⁷

Local Areas	County	2014	2024	2034	Change: 2014-2024		Change: 2024-2034	
					Number	Percent	Number	Percent
Atlantic-Cape May Counties	Atlantic	275,200	278,900	282,900	3,700	1.3%	4,000	1.4%
Burlington	Burlington	449,700	460,400	472,700	10,700	2.4%	12,300	2.7%
Camden	Camden	511,000	519,400	525,600	8,400	1.6%	6,200	1.2%
Atlantic-Cape May Counties	Cape May	95,300	94,400	93,400	-900	-0.9%	-1,000	-1.1%
Cumberland-Salem Counties	Cumberland	157,400	159,700	164,400	2,300	1.5%	4,700	2.9%
Gloucester	Gloucester	291,000	301,200	312,500	10,200	3.5%	11,300	3.8%
Cumberland-Salem Counties	Salem	64,700	62,600	59,800	-2,100	-3.2%	-2,800	-4.5%
Region	-	1,844,300	1,876,600	1,911,300	32,300	1.8%	34,700	1.8%
New Jersey	-	8,938,200	9,338,000	9,733,400	399,800	4.5%	395,400	4.2%

FIGURE 6

The overall population is expected to grow through the year 2034 in five of the region's seven counties. The expected growth of the region's population between the years of 2014 and 2034 is 3.6%, which is less than half of the expected growth for the state (8.9%). Gloucester County is expected to experience the largest growth percentage with Salem County expected to see the largest population decrease.

⁶ Source: NJLWD, 2014 - 2034 Population Estimates

During this same timeframe, the Asian and Latino or Hispanic populations are expected to grow by the largest percent with the only population set to decrease being White Non-Hispanic.

Population Growth Rate by Race⁸

Race	Total 2014 Population	% Change 2014-2024	% Change 2024-2034
Asian	87,100	21.3%	24.3%
Black or African American	314,500	5.5%	5.6%
Latino or Hispanic	239,400	20.9%	18.5%
White Non-Hispanic	1,546,300	-0.7%	-1.5%

FIGURE 7

According to the estimates in the American Community Survey prepared by the U.S. Census Bureau 2010-2014, about 2% of the population of Burlington County spoke English less than very well. Every municipality in the county had persons that spoke English less than very well.

Labor Supply

Population numbers provide a part of the story of labor supply; however, some population groups, especially children and the elderly, may not participate in part or in full within the workforce. Data such as the number of individuals participating in the workforce, the age of the workforce, and the unemployment rate help identify the current and expected future strength of the workforce across the region.

Projections of Civilian Labor Force by County⁹

Local Workforce Development Areas	County	2014	2024	2034	Change: 2014-2024		Change: 2024-2034	
					Number	Percent	Number	Percent
Atlantic-Cape May Counties	Atlantic	133,100	141,300	145,500	8,200	6.2%	4,200	3.0%
Burlington	Burlington	232,000	236,700	244,900	4,700	2.0%	8,200	3.5%
Camden	Camden	255,600	264,100	272,400	8,500	3.3%	8,300	3.1%
Atlantic-Cape May Counties	Cape May	48,800	43,800	44,500	-5,000	-10.2%	700	1.6%
Cumberland-Salem Counties	Cumberland	67,200	65,300	69,300	-1,900	-2.8%	4,000	6.1%
Gloucester	Gloucester	148,800	156,400	163,100	7,600	5.1%	6,700	4.3%
Cumberland-Salem Counties	Salem	31,400	30,000	29,300	-1,400	-4.5%	-700	-2.3%
Region	-	916,900	937,600	969,000	20,700	2.3%	31,400	3.3%
New Jersey	-	4,518,600	4,744,700	5,018,700	226,100	5.0%	274,000	5.8%

FIGURE 8

7 Source: NJLWD, 2014 - 2034 Population Estimates

8 Source: NJLWD, 2014 - 2034 Labor Force Projections

9

The overall regional civilian labor force is expected to grow by 5.7% through the year 2034, which is roughly half the growth expected by the state (11%). During this timeframe, Burlington County is expected to see growth in our labor force by 3.5%.

Given the large number of the Baby Boomer generation, the upcoming retirement numbers are expected to rise across the nation. The South Jersey Workforce Collaborative is no different. The percentage of the labor force age 55 years or older is expected to increase by a factor of 10.7% between 2014 and 2024 (from 23.4% to 25.9% respectively) throughout the **region**.

The expected growth in the labor force through the year 2034 breaks the downturn experienced by the **region** between 2010 and 2015. The regional labor force actually declined by over 36,000 individuals during this timeframe, even with the unemployment rate decreasing by a factor of 37%. While there were more individuals employed in 2015 than in 2010, the 2010 labor force was larger. This may be due to an increase in either the number of retirees, the number of individuals that leave the labor force due to long-term unemployment, or other similar reasons.

During the 2015 to 2019 timeframe, the Burlington County rate decreased by a net of 1.1%, like the decrease experienced by the state and the nation during the same timeframe.

Labor Market Change¹⁰

Year	Labor Force	Number Employment	Number Unemployment	Unemployment Rate
2015	232,600	220,200	12,400	5.3%
2019	229,200	219,500	9,700	4.2%
Net Change	-3,400	-700	-2,700	-1.1%

FIGURE 9

The total population of individuals with a disability in the **region** is approximately a quarter million and comprises roughly 12.6% of the total regional population. This is slightly higher than the statewide total of roughly 10% of the state population identifying as having a disability. Of the prime working-age population (18-64 years of age) approximately 10.3% have a disability.

Individuals with a Disability Population¹¹

Category	Region	New Jersey
Total Civilian Noninstitutionalized Population	1,808,062	8,766,669
Total with a Disability	228,455	893,672
Under 18 years	421,659	2,031,951
With a disability	20,168	72,997
18 to 64 years	1,127,401	5,524,850
With a disability	115,996	421,718
65 years and over	259,002	1,209,868
With a disability	92,291	398,957

FIGURE 10

9 Source: Local Area Unemployment Statistics

10 Source: U.S. Census Bureau, 2010-2014 American Community Survey 5-Year Estimates

Veterans

According to the U.S. Census Bureau, 2010-2014 American Community Survey 5-Year Estimates, about 8% of the total Burlington County population are Veterans. The WDB through the various military and Veterans division of the County, region and state offices and organizations is looking to increase the availability of and persons utilizing education, employment and training opportunities. Recently, Burlington County was named the first Veteran Friendly County of the State from the New Jersey Veterans Chamber of Commerce (NJVCC). The WDB is looking to partner with the NJVCC to offer programming and opportunities to their members, and to develop entrepreneurial opportunities to veterans who are interested in starting their own business. We will host hiring events targeted to veterans hiring veterans.

Individuals with Barriers to Employment

The Burlington County Workforce Development Board, must become more effective in outreach to individuals with barriers to employment, and more effective in preparing those individuals for success in employment. Therefore, the Workforce Innovation and Opportunity Act (WIOA) customers; to include WIOA Adult and WIOA Youth/Young Adult programming will continue to increase and emphasize providing service delivery to individuals with barriers through the Burlington County American Job Center.

d. Provide an analysis and description of workforce development activities, (including education and training). Include analysis of the strengths and weaknesses of such services, and the capacity to provide such services, in order to address the education and skill needs of the workforce and the employment needs of employers in the region.

Analysis of Workforce Development Activities

The Burlington County Workforce Development Board, through the American Job Center and the WDI invests in employment and training solutions and services that connect employers to workforce talent and career seekers to jobs while ensuring the highest standards and accountability for these investments. Through the implementation of WIOA, integrating policy development and guidance (the WDB) with policy implementation and coordination (the WDI) has enabled us to bring programs, resources and initiatives into alignment with workforce policy, allowing regional efforts to have increased effectiveness.

The functions of workforce development—policy development, policy recommendations, policy implementation, research, business outreach, analysis, evaluation, promotion and education and training—are under one umbrella in Burlington County, the Workforce Development Institute. Policy development provides guidance and direction for the Institute. The reorganization of workforce development resources under the WDI structure has allowed us to enhance our strengths while minimizing exiting weaknesses in our local system.

Strengths

- Workforce Development Board has better representation from or ties to key sector leaders.
- Workforce Development Institute is uniquely positioned to address local and regional workforce development needs.
- Better leveraging of resources within the County.
- More flexible use of public dollars to support programs that work.
- Strong Business Engagement and Outreach services linking businesses

with education and training providers to assure adequate and timely training and education programs/curriculum.

- Sector-based and occupationally-based strategies to serve both employers and build career seeker opportunities.
- Strong collaboration and coordination across programs and agencies to streamline services, enhance communication and deliver customer-focused services.
- A more holistic/coordinated approach to WIOA funded programs.
- Expanded Regional partnerships with Workforce Development Boards in all areas of the state.
- Proven ability to meet or exceed common measures.
- Maintains clean audit and monitoring reports.
- Proven successful track record with grants.
- In-depth knowledge of local and regional key industry sectors.
- In-depth knowledge of local and regional labor force.
- Strong in regional sector partnerships.
- Strong partnerships with local and regional economic developers.
- Strong partnerships with local and regional chambers of commerce.
- Strong partnerships with local and regional postsecondary educators.
- Key contributor to statewide workforce development through the Garden State Employment and Training Association as well as Higher Education Associations, and Business Associations.

Weaknesses

- Lack of non-WIOA funding and access to a broader funding base.
- Need for stronger linkages between young adult programming involvement and sector partnership efforts.
- Need for increased linkages with transportation, housing and other supportive services.
- Opportunities to serve those with barriers to employment with targeted services that meet their current skill sets.
- Branding and marketing to increase utilization of our services.
- Need to enhance work experience, internships and other experiential learning opportunities to our customer base.

Capacity

The Institute, its divisions and its system partner’s service customers in a coordinated and collaborative fashion aligned with its seven guiding principles and according to research, workforce/business outreach and analysis.

The Institute’s research, outreach and analysis protocol is a sequencing of research, business/workforce outreach and analysis that has two distinct points of focus that are informed by one another: 1) demand research, outreach and analysis—informative of employers’ needs; and 2) supply research, outreach and analysis—informative of employee needs.

This protocol seeks to close the gap between employer needs and the skills, training and education available to job seekers by analyzing how to leverage resources to meet employer demand and enable people to acquire sustaining employment with a clear path to advancement.

Dual Track Research, Outreach & Analysis Protocol

Demand (Employer) Track <i>(Stems from Gap Analysis industry/sector research and analysis)</i>	Supply (Employee) Track <i>(Stems from Gap Analysis’ occupational and educational attainment research and analysis)</i>
1. Understand business’ needs by sector and industry <ul style="list-style-type: none"> • Focus Groups/Forums • Industry Surveys • One-on-One Interaction 	1. With an occupational/worker focus, analyze occupations and programs by industry sector. <ul style="list-style-type: none"> • Identify essential occupations by industry • Crosswalk the occupations to program offerings
2. Compile and analyze data from research	2. Analyze programs and curricula matched up with demand analysis.
3. Share data with Workforce Development Board, Institute and system partners for synthesis and to develop recommendations	3. Analyze and develop recommendations and share with Workforce Development Board, Institute and system partners for additional synthesis and recommendations.
4. Results go to promote, educate and evaluate protocol	4. Results go to promote, educate and evaluate protocol.

FIGURE 11

The research, outreach and analysis protocol seeks to ease the employer-employee match on an ongoing basis and directly feeds the next protocol: promote, educate and evaluate.

The Educate, Promote and Evaluate protocol is the product of research, outreach, analysis, policy and implementation. It's where the "rubber meets the road" in educating and training the workforce. It is crucial for "educator" partners to develop the protocols for educating the workforce and evaluating curricula and programs. And it is equally important to ensure that the results of the evaluations are provided to the WDB and its committees for review, further guidance and policy development.

An important component of this effort is to promote the educational services and programs for career/workforce development to young students, high-schoolers, adults and businesses. Information regarding Career Pathways and access points to achieve success in a chosen pathway [has been](#) made available in a broad-based strategy [through our outreach and community engagement initiative](#).

The Burlington County American Job Center and Career Services division of the WDI offer occupational and technical skills training. Additionally, through the WDB/WDI integration we can offer our customers pre- and post-secondary education through colleges, universities, literacy providers and other proprietary educational agencies.

Career services, which include an assessment for individuals who may need training to obtain, retain or earn self-sufficient wages, culminating with a referral to training services, are available year-round and are aligned with New Jersey's Targeted Industry Partnerships. To access training, career seekers meet with American Job Center staff who guides them through a process to determine whether they need career services and placement or referrals to training. This process includes a review of a career seeker's work experience, educational attainment level, current knowledge, skill and abilities, barriers to employment, and job availability. Any information related to assessments and skills are captured in the individual employment plan (IEP) which includes an assessment of their career pathway and career plan. Through the WDB/WDI collaboration an integration of Adult Basic Education and Literacy providers has enabled us to provide educational services to career seekers who need to upgrade basic skills in order to qualify for training. Participants needing training are guided toward occupations that are in demand in the local area and region along a career pathway.

Engagement with employers and raising employer awareness of the services available through the workforce system are coordinated through the Workforce Development Institute's Business Engagement Division, which manages all levels of engagement of employers. This division integrates the functions of all partner business outreach staff including the American Job Center Business Services Representatives (BSRs), who provide direct services to individual employers. Through coordination with each other and Burlington County Economic Development and Regional Planning, this team serves the workforce needs of local and regional employers.

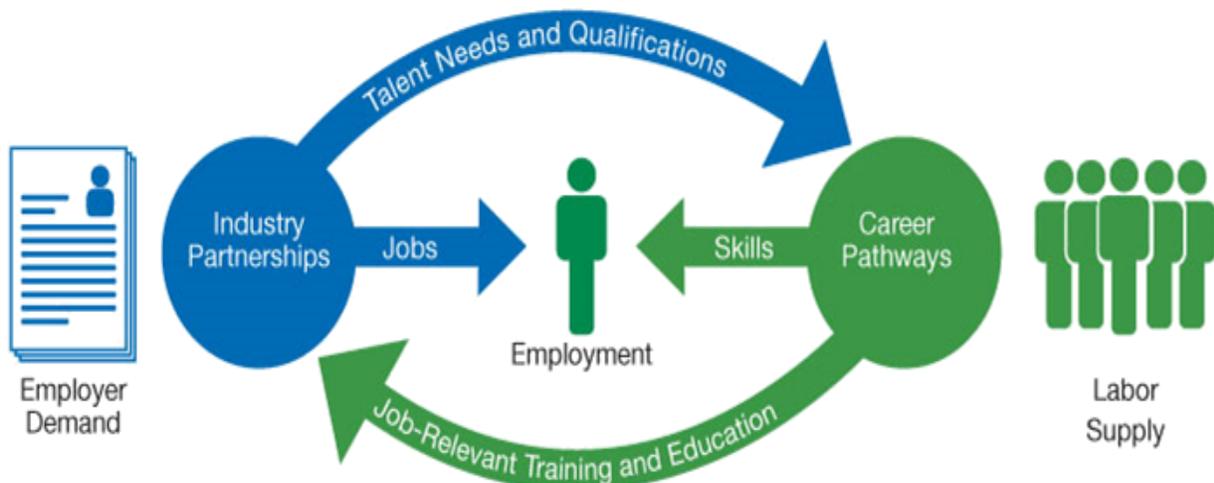
All individual career seekers have access to the career resource area and Career Connection opportunities available through the American Job Center. Customers can conduct job search, submit employment applications, develop their resumes, participate in a variety of workshops and conduct research on the availability of jobs in the area. Additional services that are provided by our partners are available to career seeker customers through referrals, on-site recruitments, virtual notifications, and other methods. Basic career services and individualized services are also made available based on a career seeker's needs that might include specific occupational counseling, referral to other services for barrier removal, assessments, training and work-based training opportunities.

Although the County formerly operated the WIOA youth program, WIOA Youth programs are once again operated through competitively-procured services through the Burlington County Workforce Development Board. The Burlington County Workforce Development Board oversees all aspects of the WIOA Youth programs and Youth Investment Council.

Utilizing WIOA Youth funds, the [selected youth vendors](#) implement programming for young people who are out-of-school (without a secondary credential, or out-of-school youth with a secondary credential). These programs focus on education and youth workforce development, including service-learning, work experience and internships, and increasing work experience opportunities for youth that blend academic support to prepare young people to participate fully in the local economy. It is [the mission of the Burlington County Workforce Development Board](#) and the competitively-procured youth services vendors to strategically align resources to increase opportunities those out-of-school youth most in need to equip them for academic achievement, economic opportunity and personal success.

The Burlington County Institute of Technology (BCIT) is an integral partner in the WDI and on the WDB and is the primary provider of career and technical education. Through this close relationship we are able to offer opportunities to both the adult and youth populations to experience blended academic and occupational training, boot camps, academies and apprenticeships. The WDI is continuously engaged in ways to offer special initiatives that incorporate Registered Apprenticeships and Pre-Apprenticeships, appropriate out-of-school youth, young adults and lower-skilled adults of all ages.

The Burlington County Workforce Development Board and the Burlington County Workforce Development Institute collaborates with and utilizes the Talent Development Strategies created by NJLWD and locally to enhance job-relevant training and education opportunities for customers, which in return drives sustainable employment through strategic human capital investments that produce positive economic returns for business/industry, customers and the community. Through development of policy and procedures, innovative practices to ensure that employer demands are being connected with the qualified labor supply in the region will be implemented through the workforce development service delivery model.



e. Describe local board’s strategic vision and goals for preparing an educated and skilled workforce (including youth and individuals with barriers to employment). Include goals relating to the performance accountability measures based on primary indicators of performance described in section 116(b)(2)(A) in order to support regional economic growth and economic self-sufficiency. Describe how this supports the regional plan efforts and potential for shared cost.

OUR VISION is sustainable employment through strategic human capital investments that produce positive economic returns for our business/industry and our communities.

OUR MISSION is to develop a well-educated, highly skilled workforce, to provide enhanced opportunities for individuals and to ensure that business/industry in our county and region will succeed and excel in a highly competitive, rapidly changing economy.

The Burlington County WDB and WDI fully supports and aligns with the key elements and themes of the New Jersey state plan, as well as the South Jersey Workforce Collaborative regional plan.

OUR GOALS mirror New Jersey’s strategic talent development strategy and focus on two foundational goals:

1. Building an innovative, skilled workforce to power economic growth; and,
2. Building economic opportunity for all Burlington County residents.

NJ Five Strategic Themes Alignment: The WDB and the WDI serves as the strategic leader and convener of employers, workforce development professionals, education providers, economic development agencies and other stakeholders to drive innovation, programmatic synchronization, and alignment of required Job Center partners in Burlington County and its surrounding region. In keeping with the State, the five strategic priorities for the Burlington County WDB and WDI for the next four years will be:

1. Building career pathways with a focus on industry-valued credentials;
2. Expanding high-quality employer driven partnerships
3. Providing career navigation assistance through the American Job Center and the broad-based partners of the WDI
4. Strengthening our governance through an effective WDB, our Economic Advisory Panel, and our partnership in the South Jersey Regional Workforce Collaborative
5. Ensuring system integrity through metrics and greater transparency

OUR GUIDING PRINCIPAL’S & CORE VALUES:

1. **Customer Focused Services:** Every individual and business that interacts with the Institute and its system partners will be considered a customer deserving of a quality response and/or service.
2. **Integrated Service Delivery:** We will continually enhance our integrated delivery system, planning, coordination and provision of services to maximize the utilization of resources and remain economically competitive.
3. **Market Driven:** New initiatives will be demand driven, and system improvements will be based on market changes that affect our customers.
4. **Continuous Quality Improvement:** Our services will be continuously improved through ongoing assessments; we will use metrics to track system performance and progress; and we will conduct

- outreach and analysis to track market changes that affect the services our customers need.
5. **Commitment to Partnership:** The strengths of our system partners contribute to the greater strength of the partnership; the collaboration of system partners is essential to our ability to offer customers seamless services; and partner collaboration when applying for funding is vital to the dynamic development of our region.
 6. **Consensus Management:** We will promote trust, ownership and teamwork among the partners
 7. **Staff Development:** Professional development is integral to building capacity; to designing and delivering a continuum of customer focused services; and to undertake leading-edge service delivery

Through the Workforce Development Initiative, the Workforce Development Board and the Workforce Development Institute has been structured around three customer areas of focus. These areas include **Stakeholder Partnerships, Job Seekers and Business Engagement.**

Stakeholder partnerships are an important foundation of the WDB and the WDI as they bring together employers, workers and training providers usually from a single industry cluster to collaborate on improving the industry's competitiveness and address common workforce needs. We have successfully launched partnerships in the Energy, TLD, Advanced Manufacturing, Healthcare and Retail industries for the purpose of improving and advancing competitiveness.

Given our success in these initial partnerships we are actively pursuing partnerships in other industry sectors including the Financial and IT industries based on evidence of steady growth, placement opportunities, and the potential for career seekers to advance along pathways and achieve family-sustaining wages.

Focused efforts within these recognized industry sectors, as a result of our partnership with economic development, Industry Partnerships and the other WDB's of the South Jersey Workforce Collaborative serve as a basis for training investments and pipeline development for job seeker advancement as they are focused on industries that provide potential long-term career opportunities, and industry recognized credential attainment.

The WDB structure includes advisory panels and standing committees. The advisory panels analyze, investigate and address specific issues, gaps and needs of a particular industry or business sector. The advisory panels include employers in the industry or sector, business engagement and outreach team members, career services, educational program team members and economic development experts.

The WDB standing committees work to ensure governance of WDB policies and to provide information and assist in carrying out activities within WIOA. The standing committees include a [Youth Investment Council](#), which has a concentration on working with the young adult customer base ages 16-24; a [Workforce Development Systems Oversight Committee](#), which has a concentration on approving the policies, financials and guidelines; a [Business Engagement Committee](#) that provides recommendations for engaging business; and, an [Individual's with Disabilities Employment committee](#) which has a concentration on working with individuals with disabilities.

Both the advisory panels and standing committees enable the local area and region to strategically invest in human capital to sustain economic vitality, while maintaining concentration on serving the hardest to serve vulnerable populations or priority service group as defined in WIOA. The WDB and the South Jersey Workforce Collaborative have and will continue to align and leverage the work of our committees and advisory panels to ensure that the region continues to produce economic returns for both our job seekers and business communities.

The mandatory partner groups that are outlined in WIOA and have been adopted by the Workforce Development Board include: WIOA Youth/Young Adult, WIOA Adult, WIOA Dislocated Worker, Adult Basic Education, Wagner-Peyser, Veterans and Disabled Veterans programs, Division of Vocational Rehabilitation. In addition to the core programs required under WIOA law, the Workforce Development Board provides individuals with multiple needs access to services, with the following partner programs; Career and Technical Education (Perkins), Community Services Block Grant, Indian and Native American Programs, HUD Employment and Training Programs, Senior Community Service Employment Program, Temporary Assistance for Needy Families (TANF), Trade Adjustment Assistance Programs, and Unemployment Compensation Programs.

The WDB serves as a strategic leader and convener of employers, workforce development professionals, education providers, economic development agencies and other stakeholders to drive innovation, programmatic synchronization, and alignment of required American Job Center partner investments at the state, regional and local level.

The WDB through the WDI uses data in new and more effective ways to drive strategic planning and operational efficiency; decisions are data-driven to ensure that workforce investment, educational and economic development strategies are based on accurate assessments of regional labor markets. The WDB works together with other local boards and the State to maintain a data collection system and conduct analyses on a quarterly basis, or more often if needed, to identify employer needs for talent, as well as which industries anticipate growth, and determine to what extent the talent pool meets employer requirements.

The Burlington County Workforce Development System tracks performance measures across all programs on a Future Works dashboard. The WDB and the WDI utilize this information to ensure that we are locally and regionally meeting and/or exceeding our performance accountability measures described in section 116(b)(2)(A) of WIOA which supports regional and local economic growth and self-sufficiency.

Many strategies have been employed to ensure that the area workforce has the qualifications to obtain employment and earn family-sustaining wages. Key among these is coordination with stakeholders to establish employer-validated skill requirements. This knowledge informs the implementation of work-based curricula in fast-growing industry sectors in order to prepare individuals for jobs that exist in the area. Employer involvement in this process is critical and provides added credibility so that employers feel confident in hiring individuals from the workforce system.

The WDB and the WDI are committed to the establishment of career pathway programs with multiple entry points for individuals of all ages and levels. These pathways identify and deliver industry recognized credentials and degrees that individuals can build upon as they progress along their careers with stackable high-demand credentials that ultimately contribute to both employment retention and advancement.

The Burlington County Department of Human Services has established a number of partnerships to improve the lives of youth. The Department's Youth Services Division provides staffing and coordination to system-wide oversight groups such as the Youth Services Advisory Council (YSAC) the Workforce Development Board's Youth Investment Council, the Children's Interagency Coordinating Committee (CIACC) and the Mental Health Board's Children's System Review Committee (SRC). All of these groups are charged with shared planning and oversight of processes throughout the county and include active participation from local, State and private partners.

In order to meet the WIOA mandated initiative that 75% of allocated youth funding be targeted to out-of-school youth, the Burlington County Youth Investment Council with agreement of the full Workforce Development Board, originally made the decision to focus all WIOA funding and programs on this population.

Over the last two years it has become evident that there are In School youth who would greatly benefit from the services that offered through WIOA Youth program. In order for the Burlington County Youth system to be a “First Chance” system rather than a second chance system, the Burlington County WDB has determined that 75 % Youth Services made available with WIOA funds will target those youth/young adults ages 16 to 24 who are out-of-school and 25% of Youth Services made available with WIOA funds will target those youth 16-24 who are in school.

The WDB/WDI implemented [Career Coach an on-line real-time tool](#) which enables all users, particularly young adults, to explore career pathways and be informed of the education requirements, skills, and industry-recognized credentials that surround those careers. Additionally, the Career Services Division of the WDI uses a variety of assessment tools to inform participant decision-making regarding their aptitude for a specific career in order to maximize the probability of success. These career pathways, as well as the investment of training dollars into those training programs that offer credentials in those occupations, serve to achieve youth as well as adult/dislocated worker performance accountability measures.

d. Taking into account analyses described above, a strategy to work with the entities that carry out the core programs to align resources available to achieve the local area’s strategic vision and goals.

As previously described, Burlington County developed and implemented a Workforce Development Institute (WDI) made up of Rowan College at Burlington County, the Burlington County Workforce Development Board, the Burlington County American Job Center, Economic Development and Regional Planning, Burlington County Institute of Technology, and the County’s Library system. The mission of the WDI is to ensure that the educational and training resources of the County are geared toward meeting the needs of the business community. The WDI coordinates workforce development efforts to achieve the following strategic goals:

- Identify employment needs and engage employers in a streamlined manner
- Build cross-agency partnerships and clarify roles
- Align policies and programs
- Design Education and training programs to meet the developing needs of business
- Measure system change and performance.

In order to accomplish these strategic objectives, a Workforce Development Center was created to centralize and streamline functions across the WDI institutions and to coordinate assets for a better utilization of resources. [The Center is physically located at the college and consists of three arms –Program Development and Instruction; Business Services; and, Job Preparation and Placement \(WDB\)](#). Through this initiative, Burlington County is making strides in developing a system that prepares job seekers and students of today with the business opportunities of tomorrow, developing an engine for growth within the county and region that adapts to opportunities where they arise and creates solutions where there are gaps, serving individuals and industry in equal measure with a balanced and integrated approach to customer service.

Overall, through aligning local area workforce and economic development resources we [have been](#) better able to:

- Implement work-based curricula that prepare career seekers to work in fast-growing industry sectors.
- Identify and invest in critical skills and credentials identified by employers, including critical thinking skills

and non-cognitive skills essential to the workplace.

- Build and implement career pathways, including entry-level job opportunities that are driven by industry standards.
- Create innovative models that are geared towards supporting individuals with barriers to employment.
- Integrate the use of work-based technology into our program models, as we did in the advanced manufacturing academy in partnership with BCIT to allow students to have hands on training in industry-based technologies.
- Expand on our success of industry-based partnerships and actively develop additional ones, that link work-based educational programs to technical training and employment.
- Develop partnerships for social service supports based on availability of resources and customer need, including behavioral health, housing and transportation services.

SECTION II

Describe the workforce development system in the local area, including identifying the programs that are included in that system and how the local board will work with the entities carrying out core programs and other workforce development programs to support alignment to provide services. Identify any areas of weakness in service delivery or resources and discuss whether regional or local solutions are most appropriate.

Services are delivered in one of three modes including self-service, facilitated self-help services and staff assisted service delivery. Depending on the needs of the labor market other services such as job seeker assessment of skill levels, abilities and aptitudes, career guidance when appropriate, job search workshops and referral to training may be available when deemed appropriate.

Our workshops and assessments are widely promoted to our customers to assist in enhancing their employment skills. To increase service delivery, Career Coach has been added to the websites of the County, the American Job Center, the WDI, the CTE High School, and offers job seekers easy access to career pathway information career assessments, real time job postings, and connectivity to programs and services that will best serve them.

The WDI and the American Job Center hold hiring events and specialized informational sessions that are targeted to specific industry focused programming and populations which may include, but are not limited to; individuals receiving public assistance, Justice Involved individuals, Individuals with Disabilities, Mature Workers, Veterans and Youth/Young Adults and other diverse populations. As described in earlier sections, both WIOA and Wagner Peyser staff use AOSOS when meeting with customers to input and verify services provided to avoid duplication and to track customer service delivery.

All individual career seekers have access to the career resource area and Career Connection opportunities available through the American Job Center. Customers can conduct job search, submit employment applications, develop their resumes, participate in a variety of workshops and conduct research on the availability of jobs in the area. [Customers have the option to utilize Student Career Services at Rowan College at Burlington County for resume assistance, job search and other Job Center related services should they find this site closer to their residence.](#) Additional services that are provided by our partners are available to career seeker customers through referrals, on-site recruitments, [via text notification platform,](#)

and other methods. Basic career services and individualized services are also made available based on a career seeker's needs that might include specific occupational counseling, referral to other services for barrier removal, assessments, training and work-based training opportunities.

The WDB maintains a Memorandum of Understanding (MOU) with and between each of the required American Job Center partners, as well as optional partners that provide value added services to our job seekers. The MOU outlines each of the partners' responsibilities and duties within the structure of the American Job Center. Sharing of information, skill levels, and employment development plans enables us to provide comprehensive services to customers regardless of the door the customer enters through.

WIOA Title I Adult and Dislocated Worker programming encompasses two of the three program components in WIOA Title I and assists individuals who are unemployed or under-employed to obtain new skills and employment. Priority of service is provided specifically to the WIOA Title I adult population who are low income and basic skills deficient and veterans. However, the local WDB reserves the right to lift the priority of service to those adults who may not be low income, but are considered under-employed or lacking the skills/certifications to obtain employment leading to self-sufficiency. Through the work of our American Job Center, adults and dislocated workers can access career services that meet their specific needs, including case management, supportive services, Individual Employment Plan development, structured job search, group and individual career counseling, individualized skill development strategies, work experience opportunities, and/or various vocational training opportunities that lead to industry-valued credentials or degrees.

The WDB and the WDI will also utilize WIOA Title I Adult and Dislocated Worker funds to establish and develop relationships and networks with large and small employers and to develop, convene, and implement industry/sector partnerships.

WIOA Title I Youth programs are delivered through competitively-procured youth service providers through the Burlington County [Workforce Development Board](#). Consistent with statutory requirements, contracted providers are required to develop a preparation strategy focused on college-ready and career pathway instruction. Providers develop activities and materials that are aligned with the fourteen program elements of WIOA.

Utilizing WIOA Youth funds, programming for young people who are out-of-school (without a secondary credential, or out-of-school youth with a secondary credential) [and eligible In-School Youth are made available through Burlington County](#). These programs focus on education and youth workforce development, including service-learning, work experience and internships, and increasing work experience opportunities for youth that blend academic support to prepare young people to participate fully in the local economy. It is the responsibility of the competitively-procured youth services vendors to strategically align resources to increase opportunities to out-of-school youth most in need [and eligible In-School Youth](#) to equip them for academic achievement, economic opportunity and personal success.

WIOA Title II providers are funded by the New Jersey Department of Labor and Workforce Development to assist adults and youth age 16 or older to reach higher levels of literacy in order to obtain employment, retain employment, enter post-secondary education or occupational training, or attain a high school diploma or its equivalent. The primary goals of our providers is to assist individuals to become literate and obtain the knowledge and skills necessary for employment and economic self-sufficiency; assist individuals who are parents or family members to obtain the education and skills that are necessary to becoming full partners in the educational development of their children and lead to sustainable improvements in the economic opportunities for their family; assist individuals in attaining a high school

equivalency and in the transition to postsecondary education and training, including through career pathways; and, assist immigrants and other individuals who are English language learners in improving their mathematics, reading, writing, speaking, and comprehension skills in English and acquiring an understanding of the American system of Government, individual freedom, and the responsibilities of citizenship.

The WIOA Title II Lead Agency is Rowan College at Burlington County and is a [unit of the WDI's Job Preparation and Placement Division that is led by the WDB Executive Director](#). The Title II program is closely aligned with the [Burlington County American Job Center](#). The Title II partners meet regularly and include members of the American Job Center and the WDB.

We have integrated our Adult Education and Literacy programs into a coherent collaborative effort that enables us to emphasize workplace and career –focused basic skills into education curriculum as well as integration of basic skills training into our professional and personal educational programming through the WDI. The Burlington County Workplace Learning Link has been integrated into Title II Adult Basic Education [to accelerate achievement of proper literacy levels, paving the way towards attainment of an industry-recognized credential](#).

All Burlington County Literacy partners, both Title II and others, meet monthly to discuss the challenges that they are facing and how the local area can address those challenges. Through the restructuring of the workforce system in Burlington County, this committee acts as the WDB Literacy committee. The [Manager of the Adult Education unit](#) is the chair and convener of this group and reports to the WDB

Title III, Wagner-Peyser staff delivers basic career services in our seamlessly integrated American Job Center. These services include: assisting career seekers with job readiness skill development for an employment outcome, providing career information and options, continuously engaging career seekers through the promotion of workshops and related service activities. The primary method of delivery of this service will be facilitated through the Jersey Job Club which is the statewide method for delivering job readiness workshops and related career advising work. The Jersey Job Club is easily accessible in the Burlington County American Job Center.

Wagner-Peyser staff provides all customers with labor exchange services, through virtual and face-to-face methods. As outlined in the NJ Combined State Plan for the Workforce Innovation and Opportunity Act effective July 1, 2016, all WIOA Title I and WIOA Title III participants will be co-enrolled in both programs. Both the WIOA Title I and WIOA Title III programs use the common data system, America's One-Stop Operating System (AOSOS) and will continue to use a common system if a new case management system is developed in New Jersey.

WIOA Title IV helps people with disabilities to access state and local workforce development systems, and return to the workforce. The Division of Vocational Rehabilitation Services (DVRS) is the primary deliverer of these services and is co-located in the Burlington County American Job Center. The DVRS operates on an Employment First principle that was adopted by Governor Christie and believes that these principles should be accomplished in the context of long-term career pathway development.

The local DVRS collaborates on all Burlington County American Job Center activities and provide education and communication to other partners in the American Job Center regarding serving our customers with disabilities. DVRS administers services ranging from counseling and guidance, vocational assessment and training, supported employment to specific supports based on individual vocational

rehabilitation needs. They are a very important stakeholder on the WDB and its individuals with disabilities and employment committee, and are a partner in the WDI.

Through the individuals with disabilities and employment committee, the American Job Center partners and the WDB maintain a relationship with the Commission for the Blind and Visually [Impaired and Career Pathways Connections of South Jersey, for individuals who are deaf and hard of hearing](#). Through these relationships, Burlington County can provide a resource to a wide array of programming that can help all of our customers secure integrated, competitive employment.

The Carl D. Perkins Career and Technical Education (CTE) Act (Perkins) is designed to develop more fully the academic and career and technical skills of secondary and post-secondary students. The Office of Career Readiness under the NJ Department of Education has the primary responsibility of overseeing this program. In keeping with central goal of New Jersey's Department of Education, the program is designed to ready all students to be educated, prepared and adaptable in the workplace and in the community to effectively address the common challenges that businesses and employers face now and in the future.

Trade Adjustment Assistance (TAA) Program is designed to assist those individuals who have lost employment due to a trade-related issue which caused the closure of their business or a division within their company. When there are local company closures the career services division manager will work with the Rapid Response unit of the New Jersey Department of Labor and Workforce Development to determine if a request for TAA should be submitted. Additionally, the triage staff of the Burlington County American Job Center will be upskilled to be better equipped to identify potential TAA customers.

The Perkins program of RCBC sits in the [WDB Administration and Outreach division](#) to establish programs that are tailored to meet the workforce development needs of Burlington County as well as the interests of the RCBC students. In addition, the Burlington County Institute of Technology is the County's primary secondary career and technical education deliverer is a primary partner in the WDI. The WDB and representatives of all WDI divisions sit on the Program Advisory Committees to discuss career and technical education majors offered through BCIT and to consult on post-secondary alignment, scholarships, and industry trends.

The WDI is uniquely positioned to incorporate and align secondary and post-secondary education elements such as curricula, standards, and assessments. We have been able to provide both BCIT students, and other area high school students the opportunity to earn college credit for college courses successfully completed during their high school tenure through the Head Start program. RCBC has entered and is expanding articulation agreements with area high schools to expand this opportunity to a broader population.

Jobs for Veterans State Programs, Ex-Offender Programs, and Unemployment Insurance Programs are all NJ Department of Labor and Workforce Development staffed programs and are all integrated into the Burlington County American Job Center. Understanding that many of the consumers of these programs are seeking employment or seek to continue working and need tailored support, we have various programs that provide services to each of these customer bases primarily facilitated by Wagner Peyser staff of the American Job Center.

The Burlington County American Job Center maximizes all available resources and tools to ensure that all job seekers will have full access to jobs. Wagner-Peyser Career Services Advisors provide a variety of high quality career services in a customer-centered approach environment to include, but is not limited to; job search navigation, job ready assessment, vocational counseling, labor market information, and workforce

development duties associated with the employability development of customers.

The Unemployment Insurance program offers temporary income for eligible individuals who have lost their job through no fault of their own. To qualify, individuals must have earned enough wages in covered employment and must be actively seeking work. This program is no longer staffed at the Burlington County American Job Center; however, individuals can file claims and/or speak with representative via special telephone banks and computer technology.

Ex-offenders are mainstreamed into all American Job Center activities with special attention to their unique re-entry needs. [The WDB maintains a working a relationship with the Federal Correctional Institution \(FCI\) Fort Dix; their re-entry affairs coordinator is a member of our WDB and chairs the Workforce Development System Oversight subcommittee.](#) Wagner-Peyser staff assists the individual with information regarding state programs and federal bonding availability.

Work First New Jersey (TANF) and Supplemental Nutrition Assistance Program (SNAP) Employment & Training Programs in New Jersey are the responsibility of the Department of Labor and Workforce Development (LWD). All areas of employment and job readiness activities and appropriate workforce programs, activities, and initiatives are available through the American Job Center and/or competitively procured vendors who assist customers to move toward employment and self-sufficiency.

Through our no wrong door approach, those customers who inquire about eligibility for Work First NJ and/or SNAP benefits, will be given information regarding applying for and receiving assistance. Potential applicants of TANF and SNAP are referred immediately to the Burlington County Board of Social Services to complete an application. The Board of Social Services assesses the customer for immediate need, explains programs/services and rights/responsibilities, identifies social service needs, determines if the individual is appropriate for a Job Center referral and informs the individual about Job Center employment services available to them. The goal of WFNJ is to ensure that the maximum opportunities for self-sufficiency, employment retention, and career advancement are made available to all customers.

In order to maintain consistency in the services for TANF and SNAP consumers, the Burlington County WDB contracts with the Burlington County Board of Social Services to provide case management services. The consumer has the same counselor for all phases of their workforce and social service activities. The Burlington County Board of Social Services To-Work case managers use the common data system and formal electronic communication system, America's One-Stop Operating System (AOSOS) and will continue to use a common system if a new case management system is developed in New Jersey.

The New Jersey Workforce Development Partnership Program (WDPP) helps our local area support job driven training programs that will lead our dislocated workers, including the long-term unemployed and Unemployment Insurance (UI) exhausters to meaningful employment. Although at times there are specific funds associated with this program [awarded to the WDI](#), all of our funded programs are operated with the mission to support job driven training programs with our employers and education/training partners.

The New Jersey Supplemental Workforce Funds for Basic Skills (Workforce Learning Link) provides customers with short-term computer delivered programs to enhance their basic skills, build English Language skills, learn basic computer skills, and improve their overall employability skills for career maintenance, enrichment, and advancement. Services are targeted towards individuals who are at or above the sixth-grade reading level and individuals who may already have a high school diploma or its equivalency.

Workforce Learning Link services supplement and expand our current offerings through Title II ABE. Through the WDI, the WDB has fully integrated and tied offerings from the Learning Link and the Title II Lead Agency together. The Learning Link falls under our Title II Adult Basic Education unit.

SECTION III

Describe how the local board working with the entities carrying out core programs will:
Expand access to employment, training, education, and supportive services for eligible individuals, particularly eligible individuals with barriers to employment;

The Burlington County WDB is dedicated to identifying and promoting workforce development strategies that positively impact the economic well-being of Burlington County and the South Jersey Workforce Collaborative region. Through the WDI, Burlington County has implemented a broad-based partnership and integrated service delivery model that is specifically designed to expand access to employment, training, education and supportive services for eligible individuals, particularly eligible individuals with barriers to employment.

The WDI is responsible for coordination across all system partners to provide workforce services and experiences for employers and career seekers. The Career Services Division specifically seek strategies and plans to increase American Job Center brand awareness, center usage and service access. They enhance relationships with community-based organizations to and organizations that serve individuals with barriers to employment to meet career seekers where they are to provide career services.

The implementation and utilization of the Career Coach application by various partners throughout the County, including the Burlington County Library System has enabled us to provide career assessment, career guidance information and career service connection to the stakeholders who need it most. In keeping with NJ's mission to increase the number of residents with an industry-valued credential or degree, Career Coach ties an individual's career plans to career pathway and credential information and to the local education and training providers that offer the programs needed to attain the necessary industry-valued credentials.

With the development of partnerships and strategic alliances with the community and collaborative relationships working with local, regional, state and federal agencies/governments, the Workforce Development Institute of Burlington County is a successful model in the delivery of comprehensive business and career services.

WIOA authorizes funds that are allocated to local areas to be used to provide supportive services to adult and dislocated workers. Supportive services are provided on a basis of need as determined by WIOA Title I staff and are intended to enable an individual to participate in workforce-funded programs and activities to secure and retain employment.

How the local board will facilitate the development of career pathways and co-enrollment, as appropriate, in core programs;

Our local policies along with our integrated American Job Center and WDI model design facilitate opportunities for eligible individuals to be co-enrolled in core programs, to effectively move them along the continuum of increased skill attainment and stable employment. Through strategies such as career pathways, dual enrollment, stackable credentials and specific program opportunities for individuals with barriers to employment, we anticipate increased opportunities for customers to access quality resources. [This co-enrollment strategy is also utilized for any Job Center customer who may meet the six \(6\) eligibility criteria laid out by NJLWD for re-employment assistance under the Trade Adjustment Assistance \(TAA\) program.](#)

New Jersey has adopted a common definition of Career Pathways as outlined in *New Jersey's Blueprint for Talent Development*. Career Pathways are defined as a series of education and training experiences resulting in industry-valued credentials leading to employment, promotion, and/or advanced education. Career Pathways, by definition, are industry focused, have diverse entry and exit points, and include integration of adult basic skills, digital literacy, employability skills and work-based learning. The WDB and the WDI continually works with all partners in the Burlington County Workforce System to ensure that Career Pathways are integrated into their programs and services.

Improve access to activities leading to an industry valued credential, as made available through the industry-valued credential list published by the New Jersey Department of Labor and Workforce Development. Highlight how the local area's education and occupational training programs will include employability skills (soft skills) training, experiential learning opportunities; including classroom training, on-the-job training, internships, externships, registered apprenticeship and any other training methods that are delivered.

Through the WDB and the WDI we offer support access and services to the career seeker to successfully implement steps towards a career pathway and sustainable employment and are eager to engage in the program opportunities that WIOA provides to target those with barriers to employment. The local area has expanded available training program offerings that support the needs of career seeker and employer customers through the WDI and its partners beyond the traditional classroom occupational/vocational training to include:

- **Incumbent Worker Training:** The local WDB has reserved up to 10% of our local WIOA funds to pay for the cost of providing training to incumbent workers of employer partners to assist them in obtaining the skills necessary to retain employment or avert a layoff. The employer will have a financial buy in based on the number of employees involved. [We have utilized RCBC's non-credit training programs to connect local businesses' need to upskill their workforce to the training curriculum available to increase the competitiveness of their workforce and retain those employees.](#)
- **Needs Related Supports:** The WDB will consider, on a case by case basis, providing needs related [supports](#) to adults and dislocated workers, who are unemployed and do not qualify for or have ceased to qualify for unemployment insurance for enabling them to participate in programs of training services. [Examples of Needs Related Support include coverage of the costs for books, costs for industry](#)

recognized certifications or exams, uniforms or other equipment necessary to participate in the training program. For those individuals who have exhausted their UI benefits, they must have enrolled in the training service prior to ending their 13th week of UI.

The Burlington County WDB offers all allowable career services and WIOA section 134 training options to participants and employers as needed to assure our community has a quality workforce to meet the changing needs of the labor market. We provide easy access to demand-driven and comprehensive employment, educational, training and economic development services that are integrated to meet the needs of job seekers, employers and community.

Through all competitive contracting and customized training opportunities, the WDB and the WDI assures that employability/soft skills are embedded in all programming. We are aware that in this increasingly global, technology driven economy being academically strong is not enough. Individuals must be able to work comfortably with people from other cultures, solve problems creatively, write and speak well, think in a multidisciplinary way, and evaluate information critically. Additionally, they need to be punctual, dependable, and industrious.

Regardless of the industry, our employer led focus groups reiterate the need for employees to be well versed in employability skills and to be able to become self-starters with the initiative to work and get things done with minimal oversight. Employers expect self-awareness and self-control. They need workers who can recognize and handle stressful situations and frustration. Employers also expect communication skills, which include listening skills and the ability to express dissatisfaction and deal with criticism.

The overarching priority for the WDB and the WDI is to meet the demands of our business partners by providing them with individuals with the necessary educational, occupational, and employability skills training and services necessary for the high-demand occupations. The American Job Center, WDB and the WDI will utilize the list of industry-valued credentials and degrees that was developed in NJ as a foundation in the occupational training investments of our workforce programs.

d. Provide/Expand Registered Apprenticeship and Pre-Apprenticeship opportunities, and other work-based learning opportunities in your local workforce area

The WDB and American Job Center offers the following work-based learning opportunities through the WDI and its partners:

- **Apprenticeship:** Given the renewed opportunities that WIOA provides, the WDI through RCBC and BCIT (CTE high school) is developing an Apprenticeship policy to outline the various funding opportunities available to support Apprenticeships. Apprenticeships are unique training opportunities that combine classroom and job-based training. Apprentices gain and demonstrate competencies either over a period or at specific benchmarks in the apprenticeship program. Demonstration of competencies leads to specified wage increases through the apprenticeship and until completion.
- **Customized Job Training:** The WDI through RCBC offers CJT opportunities that are ideally suited for those businesses that plan to expand their operations and are seeking the opportunity to hire new employees but have found the current workforce to be in need of additional specialized training. CJTs are designed to meet the special requirements of an employer and are conducted with a commitment by the employer to employ an individual upon successful completion of the training. Employers must also pay for a significant portion (at least 50 percent) of the training.

- **On-the-Job Training:** The WDB has expanded access to OJTs through various partners and programs. OJTs are offered by an employer to a paid participant who is engaged in productive work that provides knowledge or skills essential to the full and adequate performance of a job. OJTs offers reimbursement to the employer of up to 50 percent of the participant’s wage rate and are limited in duration to the occupation for which the participant is being trained, considering multiple criteria and factors. OJT’s are available to WIOA customers and other customers with barriers to employment (Work First NJ and Youth).
- **Work Experience and Internship Opportunities:** These individualized career services offer paid opportunities that are linked to careers and provide planned, structured learning experiences to provide a helpful particularly for those who face barriers to employment specifically those who are returning citizens with criminal records or career seekers who have little to no work experience or work history. Additionally, an individual is not required to have a high school equivalency to qualify for a work experience.

e. Local Areas with Significant MSFW local offices must describe their efforts to conduct vigorous outreach in their service areas or regions, in coordination with LWD staff, to communicate a full range of services to a population that may be unable to be reached by normal intake activities.

Burlington County is not currently designated a Migrant and Seasonal Farmworker area. Other counties in the South Jersey Workforce Collaborated have been designated MSFW areas, and we will partner with them on an as needed basis to assist any MSFW individuals who visit the Burlington County American Job Center, as well as provide them the same services provided to non-MSFW customers.

SECTION IV

- Describe the strategies and services that will be used in the local area in order to -
- a. Facilitate engagement of employers, including small employers and employers in in-demand industry sectors and occupations, in workforce development programs.
 - b. Support a local workforce development system that meets the needs of businesses in the local area.
 - c. Better coordinate workforce development programs and economic development.
 - d. Strengthen linkages between the one-stop delivery system and unemployment insurance programs.
 - e. Create linkage during program delivery between individual customers and employers.
 - f. Describe the structure of the current business engagement model in your local area; include a description of the roles of the WDB staff, LWD business services representative, the Veteran Business Service Representative, the program partner agencies and external partners, such as business organization and chambers of commerce. Discuss how local workforce area services are aligned with state-driven business engagement activities. Identify any challenges and opportunities within the current model, and areas for continuous improvement.

The description should include implementation of initiatives such as:

- Incumbent worker training programs
- On-the-job training programs
- Customized training programs
- Other Work-Based Learning programs
- Industry and sector strategies
- Career pathway initiatives
- Utilization of effective business intermediaries
- And other business services and strategies, designed to meet the needs of employers in the local area.
- It should also include content on how the area is supporting and or expanded registered apprenticeship in demand industries. Provide a detailed description of local workforce efforts to grow Registered Apprenticeship and Pre-Apprenticeship pathways, and the specific demand industries and occupations that are focused on by these programs. This should include information on how the local WDB coordinates their efforts with the New Jersey LWD office of Apprenticeship, as the main point of entry/inquiry, and Unites States DOL Office of Apprenticeship. The WDB should also describe how they will leverage State apprenticeship and pre-apprenticeship grants to build capacity.

One of the five primary themes of the New Jersey Combined State Plan are the expansion of high- quality employer- driven partnerships. The Burlington County WDB and WDI are committed to increasing high-quality, employer- driven partnerships through collaborative relationships that focus on the specific jobs and skills in demand in our county and regions industry sectors. We work side-by-side with the State's [Industry Partnerships](#) to focus our local investments and programs on building relationships that provide career pathways to our job seekers and students and help increase the number of individuals with an industry-valued credential.

The Workforce Development Institute has created an innovative, entrepreneurial workforce team that assists local businesses in remaining globally competitive in a growing technologically and knowledge driven economy. The WDI is the center for workforce development initiatives and resources to assure our community has a quality workforce to meet the changing needs of the labor market. It provides easy access to demand-driven and comprehensive employment, educational, training and economic development services that are integrated to meet the needs of job seekers, employers and community.

The strategies and services the WDB and the WDI use to facilitate employer engagement and deliver career services derives from its already strong partnership with local and regional economic development entities, chambers of commerce, industry associations, education partners, local and state government entities, and community based organizations. The Business Engagement Division of the WDI provides a wide range of services to, and works closely with, local employers to align workforce training and educational programs with the skills they need today and in the future.

A primary partner in the formation of the WDI as well as day to day operations [for the Business Engagement Division](#) is the Burlington County Department of Economic Development and Regional Planning. [Utilizing the Department's tracking and reporting of employment, unemployment rates, and industry sectors, alongside the labor market data provided by NJLWD the WDB and WDI can](#) coordinate our workforce development and educational programs to create a pipeline of talent with the skills employers need.

Due to the close working relationship and the connectivity of all WDI divisions, there are strong linkages during program delivery between individual customers and employers. All our business services and sector approaches take into consideration all populations that we serve – from High School student to [Out of School Youth to college student to the hardest to serve, vulnerable populations or priority service groups as defined in WIOA law](#).

The Business Engagement team [have been](#) trained to have a clear understanding of not only the barriers and challenges our various customer bases may have, but also the knowledge of the inventory of skills they possess. Offering customized training opportunities [and grant funded occupational training yields the appropriate candidate to meet business needs](#).

The WDB in partnership with the WDI and employers of the demand industries have run many business-led career exploration courses designed for individuals to explore careers and non-traditional jobs in industries that include: construction, energy, transportation, logistics, distribution, supply chain management, advanced manufacturing and health. Through these career exploration courses, individuals learn about the career paths in the industries, strategies in conflict management, team building, and workplace expectations. Additionally, the Career Services division participates to offer a chance for participants to create resumes, practice on-line applications and interviewing skill development. The biggest benefit of the career exploration courses is the interaction between the students and the participating businesses and their recruiters. [Each entities staff works seamlessly to meet the needs of business by cross-referral of inquiries and candidates for employment placement](#).

Burlington County restructured business service delivery to ensure that the formula and grant funded programs continues to address the ever-changing needs of business/industry. It was important to include all business services staff from the workforce and economic development systems to truly have an integrated, cooperative structure in place for business services.

The Business Engagement Team includes representatives from all the core workforce development system partners and strives to streamline services offered to employers, track employer service delivery, and align business/industry outreach efforts. This ongoing effort has aided our working together more effectively in developing sector partnerships and assisting individual employers.

Business Engagement staff work within each targeted industry and are given specific responsibilities to collaborate with the other divisions of the WDI and various other programs to communicate business needs and identify the inventory of talent within those programs. The WDI, in collaboration with the local WDB and LWD, has provided office space for the LWD Business Services Representative for Burlington County with the Business Engagement team. The team also interacts with LWD business representatives for Work First NJ, DVRS and Veterans in support of the match between business and jobseekers.

Furthermore, co-location of state and local business services team members has provided an economy of scale that has assisted each in providing the following services in a coordinated and meaningful way to industry:

- Maintain and evaluate business relationships within targeted industries and industry sectors.
- Provide a menu of services and programs that are responsive to and valued by business.
- Address hiring needs and training and education needs.
- Solicit and disseminate employer feedback.
- Identify and communicate the most significant hiring deficiencies within target industries and industry sectors that includes technical skills, valued certification/credentials and essential employability skills.

Not only do we align local policy and service delivery with the WDB and WDI strategic priorities, we continually define and redefine our targeted industry clusters using real time labor market data and data mining information from our economic development and regional planning partners. We in turn develop and implement strategies for all core partner programming areas that place the customer at the center of all programs and service delivery mechanisms.

We strive to develop and implement our local business engagement strategies aligned with identified state-driven business engagement activities. Activities and strategies currently include but are not limited to, Career Pathway Development, Sector Strategies, Registered Apprenticeships, and Work Experiences. All will be utilized to meet the needs of job seekers and business/industry in our region.

Our strong partnership with our local and regional economic development agency has helped us further define our targeted industry clusters. Economic development and other sector leaders have also been instrumental in identifying businesses to participate in sector partnerships. For example, focus groups were conducted with advanced manufacturers from the state and the region that served to validate the labor market data and identify critical needs that the sector faces. Subsequently, the WDI implemented a streamlined approach to develop and implement the Advanced Manufacturing Academy at our local CTE High School.

The Advanced Manufacturing Academy was needed to meet the immediate needs of employers in the industry. Since it is housed at Burlington County Institute of Technology (the CTE High School), it allows for a concurrent development of a machining career track for high school students as well as addressing the training needs of adults to gain the requisite skills to enter and advance in today's manufacturing careers.

Through the groundwork laid by these endeavors, the information shared and best practices developed across the system, RCBC developed a Mechanical Engineering Technology Associate's Degree that is also a 3 + 1 program with Rowan University's Engineering Technology Department. The RCBC – Rowan University 3 + 1-degree programs allow students to complete an associate's degree and continue to their junior year at community college tuition rates, seamlessly matriculate, enter their senior year as a Rowan University student and graduate within four years. In most cases a 3 + 1 student can earn a bachelor's degree for under \$30,000.

Further illustrating the power of partnership, RCBC, using the information shared by the WDI and its industry partners, was awarded a National Science Foundation Project Grant to build its two-year Mechanical Engineering Technology degree program. Rowan University, recognizing the need to develop engineering technology solutions for industry throughout the region, supported the grant and developed its Engineering Technology Department to support 3 + 1 degree pathways, increasing access for individuals to enter and advance along in-demand, high-quality career pathways.

Currently, efforts are underway to more fully develop clear pathways by stacking the Machinist Boot Camp and its NIMS credentials into credit programs like the Mechanical Engineering Technology degree and align it with registered apprenticeships. With these pathways in place, individuals can further reduce the time and cost of earning associate and bachelor degrees.

In addition to our partnership with the advanced manufacturing industry members, the WDI has launched high- quality, employer-driven partnerships with the health industry (Virtua, Rite-Aid, CVS), the Transportation, Logistics and Distribution industry (supply chain management), and Energy Industry through our WISE (Women in Sustainable Energy) program and the Retail industry through relationships with Wawa.

Although in our original plan, the Burlington County WDB and WDI had hoped to include a component of Work-Based Learning in all programs and for all populations served, it has yet to come to fruition. Pre-apprenticeship, apprenticeship, internships, externships, and other methods of work experience training will be incorporated in services to WIOA Youth and WIOA Adult programs, and will be geared primarily to address pre-employment competencies and career pathway exposure along with occupational skills training. The WDB will make every effort to increase access to job-driven training with work based learning as a component for not only the WIOA youth/young adult programs but with the WIOA Adult, WIOA Dislocated Worker, TANF, SNAP E&T, justice involved individuals, individuals with barriers, underemployed, and individuals with disabilities.

The WDI, RCBC's academic division, Burlington County Institute of Technology (BCIT) and the WDB are currently looking to grow registered apprenticeship and pre-apprenticeship pathways based on the Machinist Boot Camp and other workforce programs, such as Energy Industry Fundamentals, Pharmacy Technician and Supply Chain Professional Fundamentals, that were implemented and expanded through industry engagement.

Working with the NJ LWD Office of Apprenticeship as the main point of entry and inquiry, and in concert with the US DOL Office of Apprenticeship, the local area partners are building the groundwork to develop pre-apprenticeships and registered apprenticeships that will give participants the capability to earn college credit toward related associate degrees.

Through the WDI, the partnership with registered apprenticeship programs and pre-apprentice programs has significantly increased. The County’s registered apprenticeship program coordinator is actively involved in all WDI strategies and has expanded the number of registered apprenticeship programs in demand industries to an all-time high. Through our joint efforts, the introduction to this style of work-based learning to individuals has dramatically increased.

In addition to our partnership with the advanced manufacturing industry members, the WDI has launched high-quality, industry partnerships within the Healthcare, TLD (Transportation, Distribution and Logistics) and Construction and Utility industries. Through our strong Healthcare partners, like Virtua, Rite Aid, CVS Health and Deborah Heart and Lung, the college and the WDI have reviewed and revamped their credit and noncredit offerings, making them more industry valued and, in effect, program graduates more competitive in the marketplace. Currently, RCBC’s credit degrees and certificates in the areas of Paramedic Science and EMT are taught by Virtua staff. Additionally, Virtua staff teach the clinical and classroom portions of the non-credit Central Services Technician and Phlebotomy programs.

The strong industry partnerships within the TLD sector have provided the foundation by which a vibrant industry advisory group was established with industry representation from Port of Philadelphia, Five Below, Holt Logistics, Allstates World Cargo, Holman Enterprises, Parts Distribution, NJ Department of Transportation and the executive board of APICS. Based on the work and participation as an educational and training partner in the first round of TLD Talent Development Center grant opportunity, the WDI applied for and was granted the lead for the second round of the TLD Talen Development Center grants.

The WDI continues to use a variety of data sources to identify the staffing patterns for each targeted sector, and provide information for each of the occupations concerning wages, training opportunities, industry-recognized certificates and credentials, apprenticeships and job listings. We utilize Career Coach as an on-line tool that assists end users at any stage in their career development process to choose a career path and/or a major. The WDI and WDB will continue to work on marketing Career Coach and other opportunities to inform customers about targeted industries with opportunities for career pathways. By providing career pathways for customers, they can secure livable wages that will free them of public assistance support.

APPENDIX 1- Burlington County Business Services Strategies

SECTION V

Describe how the local board will drive an effective partnership between workforce development activities and economic development activities in both the local area and the region. This will include a description of how the local board will coordinate local workforce investment activities with regional economic development activities that are carried out in the local area and how the local WDB will promote entrepreneurial skills training and microenterprise services.

The Workforce Development Board manages, and offers programs that bring businesses and jobseekers together and help workers develop the skills they need to thrive in the workplace. Specifically, we govern, set policy, and provide oversight of the public workforce system in Burlington County. The WDB has always been related to the County’s office of Economic Development and Regional Planning office.

An underlying philosophy that has governed our work includes: serve more people, deliver better services

to both employers and job-seekers; and work more effectively with companion organizations, such as education and literacy training specialists, economic development agencies, and human services providers. To that end, the WDI was formed. The institute’s founding partners include the WDB, Rowan College at Burlington County, Burlington County Economic Development and Regional Planning, Burlington County Institute of Technology, and the Library system. We also partner with regional and local Chambers of Commerce, rotary clubs, and organizations that exist in many of the townships and municipalities.

The Library and the WDI work with the public and other organizations to promote entrepreneurship and microenterprise activities. Programs such as the *Lean Venture Series* run through the Library assists folks in creating a nimble, successful business. Program participants learn how to: Identify and clarify the fundamental expectations of business; Market test concepts as soon as possible, saving valuable time and money; Analyze test results to determine if a business model is sustainable; Explore the revenue and growth potential of a company’s target market; and, Experiment with additional opportunities for expansion.

Further, through a partnership between the Library, Economic Development and Regional Planning and the WDI, a Venture Hub was established at the Library to offer workshops and classes on various topics that include: proposal writing for non-profits, business tax, doing business with the military, QuickBooks, etc.

The WDB participates with the Southern Regional Economic Development Authorities and the Delaware Valley Regional Planning Commission to create, maintain and implement the regions Comprehensive Economic Development Strategy (CEDS). The CEDS represents a number of the key workforce priorities and strategies for not only our County but for the Southern Regional Workforce Collaborative.

As noted above the CEDS plan for the Greater Philadelphia Region, encompassing Gloucester, Camden, Burlington and Mercer Counties in NJ, as well as Pennsylvania counties of Philadelphia, Delaware, Chester, Montgomery, and Bucks is the driving force for economic development activity with which we are closely aligned. The CEDS goals and objectives are to invest in people, to support a workforce prepared to meet the evolving needs of the region’s employers. There are performance measures closely aligned to and or identical to performance metrics of the WDB.

The Southern Regional Workforce Collaborative along with their respective economic development partners have chosen a wider regional approach in economic development and workforce development therefore our regional alignment is greatly enhanced.

SECTION VI

Describe the One-Stop Delivery system in the local area.

As described in Section II of this document, the Burlington County American Job Center is in place to assist individuals in obtaining the skills they need to enter, retain or advance in employment. Our job seeker services are structured to increase the number of individuals who obtain marketable and industry recognized credentials. There is an emphasis on the job seekers who are unemployed, underemployed, low skilled, low income, veterans, individuals with disabilities, and youth. The Job Center will continue to move toward professional development of staff to increase their knowledge of the area’s key industries and their needs. Through the WDI, the Burlington County workforce development system is moving toward a system where job center staffs become experts in the identified industries and their sectors.

Job Center services are intended to offer services that lead to successful employment of job seekers with skills that match the workforce needs of businesses. In order to truly attain this vision, an Integrated Service Delivery model that provides more services to more customers must be established by consolidating and collaborating with partners in the workforce development area. The Burlington County Workforce Development Institute was established to improve our local area's means to maximize service delivery to the job seeker population and business community within the region.

Each customer moves through Job Center services in a manner that is designed to increase their employability, enhance their chances of retaining jobs, and can advance their skills/education. There are more and more customers of the local Job Center system that are scoring too low on functional literacy assessments and are unprepared to enroll in postsecondary education, job training, or employment. The job seeker service model is structured in a way that staff can identify underprepared job seekers and link them to the education and training services sooner in the continuum of programs offered. The goal is to place all job seekers in career pathways in the identified sectors for our region and encourage lifelong learning.

Since the Workforce Investment Act of 1998 provided a unique opportunity to establish a localized, full-service employment and training system that made programs and resources easily accessible to individuals who need them, the Burlington County WDB has been responsible for policy guidance and oversight of the County's workforce development system. Although system oversight is the responsibility of the WDB, through the Burlington County WDI, the engagement of all interested workforce partners increased the local areas ability to oversee the system. A shift from program measurement to system measurement has been occurring and will continue.

- a. How the local Board will ensure the continuous improvement of one-stop operator/providers of services through the system and ensure that such providers meet the employment needs of local employers, and workers and job seekers. Include in this description the local board's process for selecting and evaluating providers through solicitations (Requests for Proposals) for services, process for utilizing the Eligible Training Providers List (setting of local standards of the ETPL), review of sub-grantee budgets and reports, and a description of the local area's monitoring and compliance unit and their activities; include a discussion of the LWDB process to complete the One-Stop Certification as outlined by SETC Policy #2016-14

The WDB is responsible for the oversight and monitoring of the Workforce Development System in Burlington County. The Burlington County American Job Center is a collaboration of state, local and federal partners whose goal is to provide workforce development, education, and social services to those in need in a unified, seamless manner. The overarching priority for the WDB and the WDI is to meet the demands of our business partners by providing them with individuals with the necessary educational, occupational, and employability skills training and services necessary for the high-demand occupations.

The WDB maintains a Memorandum of Understanding (MOU) with and between each of the required American Job Center partners, as well as optional partners that provide value added services to our job seekers. The MOU outlines each of the partners' responsibilities and duties within the structure of the American Job Center. Sharing of information, skill levels, and employment development plans enables us to provide comprehensive services to customers regardless of the door the customer enters through.

Through our partnership in the Burlington County Workforce Development Institute, a major shift of Job Center philosophy has occurred. We focus on educational attainment as a primary pathway to family-

supporting careers rather than trying to simply match job seekers with jobs. The Business Engagement Team works with the Job Center staff and employers to develop combinations of work and learning opportunities that more closely align with their needs. Services are focused on those employment opportunities that offer true educational experiences in jobs that have upward mobility in a career path in the key industry sectors. Through the WDI the Job Center has been able to focus on more intensive employer engagements. In order to develop training programs and curriculum based on industry intelligence and alignment with employer need, LMI data is reviewed by the WDB and WDI enabling timely business services delivered by sector, based on valid labor market research and leveraging existing programs, resources, and services.

The WDB uses both the NJ Eligible Training Providers List (ETPL) and competitive procurement to ensure the providers of education, employment and training services meets the needs of not only our job seeker customers, but of our employers. Through monitoring and evaluation of our providers by our Job Center staff, we only use those vendors that offer successful, high-performing programs.

Appendix 2 – Burlington County American Job Center Monitoring Guide

b. Describe how the local Board will facilitate access to services provided through the one-stop delivery system, including in remote areas, through the use of technology and through other means; such as distance learning; include a description of how equity and equal access to services are achieved for services provided through the One-Stop system.

To be successful in workforce development we will continue to leverage technology to ensure that students of all ages, backgrounds and locations receive the contextualized education, through bridge programs, that are needed to follow distinct career pathways. Through the WDI we have been able to leverage the Library System and county high schools as workforce development access points. We are currently collaborating with industry, education and economic development partners on marketing and promotion, using on-line methods of communicating with employers, and jointly addressing the workforce needs of our key industries.

As discussed in earlier sections, the use of Career Coach has provided the opportunity for all individuals throughout the County to access information regarding labor demand, career pathways, educational programs, labor market information, and current job openings. This tool allows for individuals in remote areas to gain access to technical education, career pathways, and job opportunities.

We need to be inclusive of all people or customers utilizing the One-Stop system in Burlington County. Our comprehensive One-Stop, the Burlington County American Job Center, and additional points of access (e.g. County Library System, high schools, and Career Services at RCBC) strive to meet its obligations under the WIOA Section 188 and applicable ADA laws in providing Universal Access and Equal Opportunity for all.

We do not deny or segregate customers based on disability, race, etc... We not only provide ADA accessible locations/facilities, but can (and have) provided accommodations upon request to provide equal access to services provided at these locations. As previously stated, the use of Career Coach provides universal and equal access throughout the largest county in New Jersey. As well as, a more recent technological tool, Engage by Cell, which is a text-based marketing and notification tool that informs

subscribers via cell phone about career fairs, workshops, and other workforce related events.

c. Describe how entities within the one-stop delivery system, including one-stop operators and the one-stop partners, will comply with section 188 of the Act regarding non-discrimination, and applicable provisions of the American's with Disabilities Act of 1990 (42 U.S.C. 12101 et seq.) regarding the physical and programmatic accessibility of facilities, programs and services, technology, and materials for individuals with disabilities, including providing staff training and support for addressing the needs of individuals with disabilities; include an updated description of how both physical and programmatic accessibility of services is ensured in the One-Stop system, for customers with disabilities and those with other barriers (such as foreign-language speakers). Identify tools and processes used. *Please note that an automatic referral to Vocational Rehabilitation services is not appropriate for customer with disabilities; the needs of each customer must be assessed and appropriate services may be provided under any WIOA program, or other workforce program in the local area.*

The WDB ensures that the American Job Center and its partners are fully accessible and offer the necessary accommodations to provide all customers access to effective, meaningful services. Through our monitoring and compliance unit, we ensure that our education and training service providers are compliant with section 188 of the Act and with the applicable provisions of the American's with Disabilities Act of 1990. All contracts (both subrecipient and Individual Training Account (ITA)) include language that outlines responsibilities of compliance.

The in-house Disability Program Navigator ensures that physical and programmatic accessibility of facilities, programs, services, technology and materials for individuals with disabilities. Staff is afforded training opportunities to support their knowledge and ability to meet the needs of individuals with disabilities. Through the WDB's Disabilities Issues Committee, programs are made available on a regular basis that facilitates information to the workforce, business and consumer populations. All customers of the American Job Center are encouraged to inform staff if assistance is required for accommodation assistance.

The Disability Program Navigator routinely uses the state issued One-Stop Physical Accessibility Checklist for both facilities and services to assure that the Job Center has the tools and space necessary to accommodate their customers with disabilities.

An assessment of a customer starts when they first walk into the American Job Center or any of its partners and are greeted by friendly staff eagerly waiting to assist them. Intake and initial assessment forms are used for all customers seeking services. If assistance or an accommodation is needed to complete the assessment form, it is provided. The assessment forms always ask if a customer has any barriers to employment, such as a disability and/or language barrier.

When such barriers are indicated/disclosed by the customer, she or he is asked if an accommodation is needed. Interpreters, both sign-language and Spanish-speaking have been utilized for certain customers to access One-Stop System services. The One-Stop Operator is bilingual in Spanish and English. In addition, we have utilized the services of Servicios Latinos de Burlington County, a non-profit social services agency co-located with the American Job Center, for Spanish-speaking customers. If the One-Stop Operator and Servicios Latinos are not available to interpret for Spanish-speaking customers, or the customer speaks another foreign language besides Spanish, the American Job Center staff are trained to use the State of New

Jersey's contracted language interpreter service- Voiance Language Line.

During customer assessment, staff will make known other partners and community organizations (e.g., ESL classes, child care services, social services, etc...) that may also benefit the customer in the pursuit of their goal of employment. A referral to Vocational Rehabilitation services (NJDVRS) is not made until after American Job Center staff consult with NJDVRS staff with the customer's permission. We strive within the One-Stop system to utilize an IRT (Integrated Resource Team) approach.

d. Describe the flow of services delivered at the One-Stop center, including discussion of the utilization of state and local staff for each area in compliance with federal and state law. A diagram of customer flow and services provision may be provided as an appendix to the plan, as appropriate; [Appendix 4- One-Stop Partner Matrix](#)

Services are delivered in one of three modes including self-service, facilitated self-help services and staff assisted service delivery approaches. Depending on the needs of the labor market, other services such as job seeker assessment of skill levels, abilities and aptitudes, career guidance when appropriate, job search workshops and referral to training may be available when deemed appropriate. Customers entering the American Job Center are served through the NJLWD "triage model" which emphasizes identification of customer characteristics that result in referral to appropriate state and local staff and services.

All customers visiting or calling the American Job Center are greeted by friendly, professionally trained staff familiar with the menu of job center services. Job seekers are briefly assessed to determine the most appropriate service track and are then referred to the most appropriate partner for services delivery. Our workshops and assessments are widely promoted to our customers to assist in enhancing their employment skills. In an effort to increase service delivery, Career Coach has been added to the websites of the County, the American Job Center, the WDI, the CTE High School, and offers job seekers easy access to career pathway information career assessments, real time job postings, and connectivity to programs and services that will best serve them.

The WDI and the American Job Center hold hiring events and specialized informational sessions that are targeted to specific industry focused programming and populations which may include, but are not limited to: Public Assistance Recipients, Justice Involved individuals, Individuals with Disabilities, Mature Workers, Veterans and Youth/Young Adults and other diverse populations. As described in earlier sections, both WIOA and Wagner Peysner staff use AOSOS when meeting with customers to input and verify services provided to avoid duplication and to track customer service delivery.

All individual career seekers have access to the career resource area and Career Connection opportunities available through the American Job Center. Customers are able to conduct job search, submit employment applications, develop their resumes, participate in a variety of workshops and conduct research on the availability of jobs in the area. Additional services that are provided by our partners are available to career seeker customers through referrals, on-site recruitments, virtual notifications, and other methods. Basic career services and individualized services are also made available based on a career seeker's needs that might include specific occupational counseling, referral to other services for barrier removal, assessments, training and work-based training opportunities.

The Burlington County American Job Center and Career Services division of the WDI offer occupational and technical skills training. Additionally, through the WDB/WDI integration we are able to offer our customers pre- and post-secondary education through colleges, universities, literacy providers and other proprietary educational agencies.

Career services, which include an assessment for individuals who may need training to obtain, retain or earn self-sufficient wages, culminating with a referral to training services, are available year-round and are aligned with New Jersey's Targeted Industry Partnerships and Industry. To access training, career seekers meet with American Job Center staff who guide them through a process to determine whether they need career services and placement or referrals to training. This process includes a review of a career seeker's work experience, educational attainment level, current knowledge, skill and abilities, barriers to employment, and job availability. Any information related to assessments and skills are captured in the individual employment plan (IEP) which includes an assessment of their career pathway and career plan. Through the WDB/WDI collaboration an integration of Adult Basic Education and Literacy providers has enabled us to provide educational services to career seekers who need to upgrade basic skills in order to qualify for training. Participants needing training are guided toward occupations that are in demand in the local area and region along a career pathway.

For customers of the Burlington County American Job Center who possess a communication barrier such as foreign language speaking or deaf or hard of hearing, the Burlington County American Job Center relies on our collaboration with our partners in Servicios Latino, easterseals, the Division of Vocational Rehabilitation and the newly rolled out Voiance Language Line and various partners in the Title II Consortium.

The WDB maintains a Memorandum of Understanding (MOU) with and between each of the required American Job Center partners, as well as optional partners that provide value added services to our job seekers. The MOU outlines each of the partners' responsibilities and duties within the structure of the American Job Center. Sharing of information, skill levels, and employment development plans enables us to provide comprehensive services to customers regardless of the door the customer enters through.

Appendix 3 - Customer Flow Charts

- e. Describe the roles and resource contributions of the One-Stop partners. This should include a description of the local WDB's MOU with the local One-Stop partners and resource sharing agreements. Also include a description of the steps taken, and agreements reached with partners, regarding One-Stop infrastructure costs and shared costs. The local MOU and agreements should be included as [appendices](#) **The development of guidance of infrastructure costs is ongoing at this time at the state level*

The roles and responsibilities, as well as the contributions of the Burlington County Workforce Development System partners have been described throughout this document. The WDB's MOU with the local American Job Center partners memorializes the respective roles, responsibilities, financial and institutional commitment of each entity in the development and operation of the local workforce system pursuant to the provisions of Section 121 of Title I of the Workforce Innovation and Opportunity Act (WIOA) of 2014.

It is expressly understood that the MOU constitutes a commitment of each partner to offer services to customers in a way that enhances the customers experience and leads to successful placement in a livable wage career.

[Appendix 5 - Job Center Partner MOU](#)

SECTION VII

Describe and assess the type and availability of adult and dislocated worker employment training activities in the local area. Include a description of how your education and occupational training programs will include employability skills training content (soft skills) that prepares workers for a range of workplace activities and behaviors and a range of skills that are required to succeed in today's workforce.

The WDB and the WDI are committed to offer employment and training activities that fit the diverse needs of the adult and dislocated worker population in Burlington County. To this end, the WDB and the WDI have established a number of career pathway programs with multiple entry points for individuals of all ages and levels. These pathways identify and deliver industry recognized credentials and degrees that individuals can build upon as they progress along their careers with stackable high-demand credentials that ultimately contribute to both employment retention and advancement.

Employability skills are integrated into all industry specific and competitively procured education and occupational training programs. Many of our providers and our Title II providers offer employability skills training both in person and on-line using the Conover Workplace Readiness and Personal Responsibility programs. As described in Section I of this document, the top ten essential critical knowledge and skills that business partners identify as in demand in the area are:

1. Oral and written communication
2. Integrity
3. Detail oriented
4. Customer service oriented
5. Microsoft Office
6. Teamwork
7. Problem solving
8. Creativity
9. Self-starting, self-motivated
10. Coaching

Job Center services are intended to offer services that lead to successful employment of job seekers with skills that match the workforce needs of businesses. Each customer moves through Job Center services in a manner that is designed to increase their employability, enhance their chances of retaining jobs, and have the ability to advance their skills/education. See Section I - ***Employer Needs in Existing and Emerging Sectors*** for an in-depth description and assessment of the type and availability of adult and dislocated worker employment training activities in the Burlington County local area.

SECTION VIII

Describe how the local board will coordinate workforce development activities carried out in the local area with statewide rapid response activities, as described in section 134(a)(2)(A) of the Act.

The NJLWD Rapid Response assists both employers and employees involved in a closing or permanent mass layoff. The Rapid Response provides on-site assistance during business hours and at no cost to the business or employee. Each Talent Network is relied upon to contribute to rapid response efforts in their specific industry, using their knowledge of the industry need to help inform services and assistance to impacted workers.

The Burlington County WDB and American Job Center will coordinate workforce development activities with statewide rapid response activities when our local or the South Jersey Workforce Collaborative experience a disaster, mass layoff, plant closing or any other event that precipitates substantial increases in unemployment in our area. The WDB and the American Job Center Operator will communicate with the WDI Business Engagement staff and other appropriate staff and partners to reach out to the affected population to determine specific needs to both the business and the employees and encourage a coordinated plan of action.

When appropriate, the WDB and the WDI will work closely with other WDB's to plan recruitment events and targeted industry job fairs. All staff that is mobilized to assist in the Rapid Response activities will be equipped with the necessary information regarding other county services and resources to give to the affected employees.

SECTION IX

Youth Activities

- a. Describe and assess the type and availability of youth workforce development activities in the local area, including activities for youth who are individuals with disabilities, and youth with low levels of literacy, juvenile or adult justice systems-involved youth, low income and foster youth, etc. This description and assessment shall include an identification of successful models of such youth workforce development activities. In place of a discussion of the WIA to WIOA Youth transition plans, discuss the current state of youth programming and activities of the local WDB Youth Council. Discuss steps taken and planned, including performing full environmental scans, to ensure that the local workforce system is addressing local needs and identifying resources to provide access to quality workforce services for all youth.

It is the goal of Burlington County WDB to procure and provide activities to enable youth/young adults to be work-ready and prepared for their future. Provided services help young adults' access opportunities for work-based learning, complete industry recognized credentials, and enter employment in demand occupations. All youth/young adult services are designed in a manner that integrates youth/young adults into the Burlington County American Job Center to receive the full range of services. Integration with other program staff such as the adult program for referrals and with business services for work-based learning and connections with employers are in place to meet all the needs of the customer.

The WDB has competitively procured all 14 WIOA youth program elements. The selected contractors will report out to the WDB through the Youth Investment Council. [The WDB recently increased the focus youth services to include In-School in addition to](#) older, out-of-school youth and young adults, it is likely this population will be visiting the Burlington County American Job Center seeking career services.

Appropriately trained staff and customer flow of the center is important in identifying which customers may be most appropriate for receiving youth-funded services/elements. Many young adults that are disconnected from education and employment may demonstrate a need for supportive services in order to successfully begin, carry out, or complete their service strategy. Service providers collaborate with partner agencies on meeting these needs prior to use of WIOA funds. Common types of supportive services include childcare, transportation, and emergency assistance [and access to expungement services](#).

Burlington County's integrated services [through the WDI allows for the provision of a](#) broader range of quality workforce services to both job seekers and employers. Program services, [both adult and youth](#) align with current local regional labor market requirements [as identified through the Business Services Division](#). Each customer moves through [career](#) services designed to increase their employability [through the attainment of relevant credentials and certifications](#), enhance their chances of retaining jobs, and have the ability to advance their skills/education.

There are more and more customers of the local Job Center system that are scoring too low on functional literacy assessments and are unprepared to enroll in postsecondary education, job training, or employment. The job seeker service model must be able to identify underprepared job seekers and link them to the education and training services sooner in the continuum of programs offered. [The goal of the Burlington County American Job Center is to place all job seekers in career pathways in the identified sectors for our region and encourage lifelong learning](#).

Individual Training Accounts (ITA's) [offered through the Job Center are](#) for sector specific training priorities and are in alignment with the key industries. The emphasis of all Job Center services is to successfully serve the job seeking customers through education and training programs in demand industries and occupations.

Creating quicker, more efficient connections between employers and job seekers is the basis to improving services to the customers of the workforce system. Businesses need well-trained, qualified employees. On the Job training programs will be a strategy that the local area utilizes to meet our goals of not only equipping the workforce for employment but to allow businesses to participate in the training of their employees.

[Although we](#) realize that we cannot be all things to all people. The Workforce Development Institute has focused efforts on engaging employers to help determine where we can have the greatest impact. Through focus groups and data collection the county has developed innovative programs that meet the employer and job seeking population faster and more effectively. A priority is the design of education and occupational training opportunities that guide all individuals (youth and adults) along career pathways and sustainable wages.

Currently underway is integrating workforce training activities with post-secondary education. The Workforce Development Institute is looking at creating seamless career pathways through high school and college. Rowan College at Burlington County, Burlington County Institute of Technology and Workforce Development representatives are working on ways to develop linkages and programs with

clearly defined industry sector and workforce development strategies. An example of this strategy is the newly created “Quick Start” program which engages high school seniors in career and technical education opportunities while completing their high school diploma requirements, culminating in the opportunity to also receive the associated industry recognized credential. The long-term goal of this type of integration will be to involve K-12 partners, parents and students.

Through our partnership in the Burlington County Workforce Development Institute, a major shift of Job Center philosophy has occurred. There is a principal focus on educational attainment as a primary pathway to family-supporting careers rather than trying to simply match job seekers with jobs.

The American Job Center has a direct partnership with the Burlington County Youth Detention Center to assist individuals who have been incarcerated and newly released with becoming career ready, with direct connection to other supportive services. Individuals referred from the Detention center will have a seamless transition into employment and training services.

Similarly, the Division of Child Protection & Permanency has representation on the Human Services Advisory Council which has direct linkage to the Job Center (with both the Council and the Job Center being housed in the same location, the Burlington County Department of Human Services).

The American Job Center can refer low income individuals who are between the ages of 16-24 to services of the Youth Opportunity Program. The services offered by the Youth Opportunity Program include ongoing mentoring opportunities, supportive services, and incentives for recognition and achievement. Additionally, they provide activities related to leadership development, decision making skills, citizenship, and community service. This support is ongoing provided that the individual is certified by a Youth Certification Specialist.

As part of the WDB Youth Council’s ongoing outreach, there is a planned summer enrichment program, Destination: Career, which will provide education to this region’s high school aged youth regarding in-demand careers and associated pathways. Participants will have an opportunity to interact directly with workforce development professionals and local employers.

b. Describe how your area will satisfy the requirement for 75% of WIOA Title I Youth funds to be used for Out-of- School Youth, and 20% of total youth funds to be used for work experience activities. Provide a description of the work experience model currently used in the local area, or the model to be implemented for satisfying the work experience requirement, as appropriate.

75% Out of School Recruitment & Retention

To meet the mandated WIOA initiative that 75% of allocated youth funding be targeted to out-of- school youth, the Burlington County Youth Investment Council with agreement of the full Workforce Development Board, originally made the decision that 100% WIOA youth funds will target those youth/young adults ages 16 to 24 who are out-of- school. Beginning PY2019 the WDB has changed their policy and will devote 75% of the WIOA Title I Youth funds to Out-of-School Youth and 25% will be devoted to the In-School Youth population.

To compete in today’s global economy; all youth will need a deep knowledge and skills that will prepare

them for college, [technical training and employment](#). Unfortunately, [many youths have not been](#) meaningfully engaged or motivated in their academic experience while in high school. Many of our youth lack exposure to learning that links their work in school to college, careers [and beyond](#). The Workforce Development Institute [implemented](#) methodologies to engage these individuals in the available programs to prevent unemployment in these traditionally at-risk segments of the workforce.

The Burlington County Workforce Development Board realizes that youth are very different and have a myriad of needs to connect them successfully to employment, post-secondary education or military service. Utilizing the core value of meeting the jobseeker where they are, outreach and recruitment of out of school youth will begin at the grass root level. All our vendors and partners will work closely with Rowan College at Burlington County, high schools, the Division of Child Protection and Permanency (DCP& P), Partners for Kids and Families, Burlington County Community Action, Burlington County Corrections, Burlington County Board of Social Services and other social service agencies to provide linkages and referral services for those in need. Out-of-school youth can range from those individuals who are disenfranchised with school and dropped out, to those who recently graduated but have financial or other barriers to engage in post- secondary education or to obtain employment.

Through the Burlington County Workforce Development [Institute](#), there is a direct relationship established with high school guidance counselors and superintendents. These relationships enable us to identify recent drop outs or graduates that are not actively engaged with post-secondary activities, employment or military services.

“Partners for Kids and Families” is the Care Management Organization (CMO) in Burlington County for youth with serious emotional and behavioral needs. Our procured vendors have working relationships with the care managers and engage with them to make them aware of the programs so that they may utilize the services for those who are appropriate. Additionally, the same strategy is used with DCP&P and other potential referral agencies for youth in need.

The Youth Investment Council and other stakeholders have expressed an interest in exploring ways to connect with youth to provide the most appropriate career planning through the use of technology. The range of services and tools that now can be accessed over the internet can increase the efficiency of service delivery. The Workforce Development Board [has implemented different technological notification systems regarding available programs, services and events and will continue](#) looking at different opportunities to distribute services throughout our communities beyond the physical location of the Job Center.

With a combination of well-trained staff and good web-based tools, we could make youth services available to a diverse customer base in a larger geographic area. In order to effectively achieve this, we will actively work with stakeholders that have addressed how to engage/communicate with/to youth and young adults.

The Youth Investment Council has identified increasing marketing and service quality to attract more out of school youth into the system as a priority. In keeping with meeting customers where they are and to serve those who have limited knowledge of services available or have limited access to transportation in our geographically diverse county, we have identified new locations where skill development and youth programs can be held.

Techniques identified by the Board for achieving our recruiting goals include 1) better and more extensive marketing of the system to reach more out of school youth and employers; (2) making better use of new technologies including new social media tools and virtual strategies for service delivery; (3) maintaining strong research capabilities and adopting more evidence-based practices; and (4) recognizing that system innovations require a broader funding base, including new foundation funding and private-sector contributions, as well as policy changes to allow the use of public dollars in more flexible ways to support programs that work.

Once customers are engaged in the program they realize what is possible and we assist them in overcoming their challenges to enable them to be successful. We realize that historically, Out-of-School Youth have not been successful in traditional classroom based strategies. Therefore, to ensure retention and success of the participants mentoring and wraparound support services have been made available to all participants. Burlington County has selected those vendors that have a proven track record of motivating individuals to improve our program dropout rate. It is paramount that all services and elements of the youth program be portable in order to meet youth where they are and take them where they need to be.

Particularly for Out-of-School Youth to maintain their commitment to the program on-going support is necessary. All vendors and staff are a source of support and encourage participants to be positive peer mentors. All youth activities should grow confidence in each youth participant. Retention is also enhanced by having knowledgeable staff that can identify and connect participants with outside supports – both formal and informal. Building a support team for each youth is paramount in giving the youth the tools necessary to be successful in their academic and career goals.

Celebrating success is critical for all youth to continue to make progress towards their goals. Most individuals who will be participating in our programs do not have a support system in place that is encouraging and motivating. Individual successes and accomplishments are celebrated creating a culture of achievement and high expectations. Retention and follow-up is the responsibility of all those who “touch” the participant to assure that the youth does not fall through the cracks prior to reaching their goals.

20% Work Experience

As part of the Burlington County Workforce Development [Institute](#), the Burlington County Workforce Development Board works to ensure that the current and future needs of businesses and job seekers are met. The Workforce System in Burlington County bridges the gap between people looking for work and companies in need of talent.

In keeping with the core value of *Equipping the Workforce for Employment* for today’s jobs, all job seekers and underemployed individuals need training and credentials beyond high school. As many employers have noted, too few workers have the credentials needed to fill these positions – making it difficult for businesses to expand and compete. In order to fill the skill gap, businesses must be a part of the solution. Business, education, community colleges, job training providers, and other community stakeholders must come together to address the skills gap. The Burlington County Workforce Development [Institute](#) brings these players to the same table where a short, mid, and long-range plan can be formulated and implemented.

All stakeholders agree that gathering data from employers about their skill needs is paramount in aligning training programs throughout the system based on skill needs and looking at developing pathways beginning

with entry level to more skilled jobs in each of the seven key industries.

During the assessment process of the youth/young adult, a determination by the youth and staff is made as to the key education strategy for the participant (work experience, education, training, direct placement into employment). The key to success is to understand where they are and where they can go by having knowledge of their skills and experience.

The local operating values for employment based activities are based on all employees in the local system (not just youth and young adults) developing a consistent belief in the work ethic and the understanding of the balance between customer expectation and employer profitability. We need to be sure that we meet the needs of our existing companies; especially in the targeted business sectors by sending them individuals who are better prepared for employment.

Again, through our Burlington County Workforce Development Institute we will focus on educational attainment as a primary pathway to family-supporting careers rather than trying to simply match job seekers with jobs. However, we realize that individuals have many personal responsibilities that necessitate income producing activities.

The Work Experience staff/vendors work with employers to develop combinations of work and learning opportunities that more closely align with the needs of the customer. On-the-Job training services will be repurposed to focus on those employment opportunities that offer true educational experiences in jobs that have upward mobility in a career path in the key industry sectors.

The Business Engagement staff of the Burlington County Workforce Development Institute develop true employer engagement and work with business and industry on a strategic level. Through this employer engagement, paid and unpaid internships, externships, on the job training, pre-apprenticeship activities, [apprenticeships](#) and year-round employment opportunities are made available to participants.

For those job seekers with low level skills, a more intensive career plan is implemented that will involve bridge programs, work supports, and traditional learning opportunities prior to on the job work experience activities.

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| c. Describe the design framework for youth programs in the local area, and how the 14 program elements required in ss 681.460 are to be made available within that framework |
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Appendix 6 -Youth Customer Flow

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| d. Clarify how and if the area will be securing any youth program elements without the procurement of programs and services. |
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NA

SECTION X

Describe how the local board will coordinate education and workforce development activities carried out in the local area with relevant secondary and postsecondary education programs and activities to coordinate strategies, enhance services, and avoid duplication of services.

As described throughout this document, the functions of workforce development—policy development, policy recommendations, policy implementation, research, business outreach, analysis, evaluation, promotion and education and training—now come under one umbrella, the Workforce Development Institute (WDI). Policy development provides guidance and direction for the Institute and the Burlington County Workforce Development Board. The reorganization of workforce development resources under the WDI structure has allowed us to enhance our strengths while minimizing existing weaknesses in our local system.

The overarching goal of the WDI is to ensure Burlington County’s long-term vision for economic vitality through customized, credit and non-credit professional development services to local businesses and individuals. The WDI is uniquely positioned to incorporate and align secondary and post-secondary education elements such as curricula, standards, and assessments. We have been able to provide both BCIT students and other area high school students the opportunity to earn college credit for college courses successfully completed during their high school tenure through the Head Start program. RCBC has entered and is expanding articulation agreements with area high schools to expand this opportunity to a broader population.

In the realm of coordinating workforce development with educational activities, the WDB and the WDI believe these efforts must be business/industry driven, or at a minimum validated with key sector leaders. Without business input, coordination efforts are not as effective and as sustainable. Therefore, the WDB and the WDI will continue to work collaboratively with postsecondary academic programs to ensure that the coursework being offered is relevant to industry needs as relayed by the businesses.

A number of strategies will be employed to ensure that the area workforce has the qualifications to obtain employment and earn family-sustaining wages. Key among these is coordination with stakeholders to establish employer-validated skill requirements. This knowledge informs the implementation of work-based curricula in fast-growing industry sectors in order to prepare individuals for jobs that exist in the area. Employer involvement in this process is critical and provides added credibility so that employers feel confident in hiring individuals from the workforce system.

The WDB and the WDI are committed to the establishment of career pathway programs with multiple entry points for individuals of all ages and levels. These pathways identify and deliver industry recognized credentials and degrees that individuals can build upon as they progress along their careers with stackable high-demand credentials that ultimately contribute to both employment retention and advancement.

SECTION XI

Describe how the local board will coordinate workforce development activities carried out under this title in the local area with the provision of transportation, including public transportation, and other appropriate supportive services such as; child care and public housing.

The Burlington County WDB realizes that job seekers are very different and have a myriad of needs in order to connect them successfully to employment. Customers of the Job Center differ between individuals that have lost a job through a layoff, the long term unemployed, those hard to employ because of skills issues and life situations, and recently graduated students. Long-term and chronically unemployed need a high level of services whereas the more recently unemployed are likely to land a job more quickly without a high level of service.

With the knowledge that the Job Centers cannot be all things to all people, a determination of how to focus local efforts needs to be undertaken. The Job Center (the brick and mortar) focuses more on the hard to employ who do not have ready the skills necessary to get and keep a job. Additionally, the access to technology varies across populations.

The WDB is cognizant of the fact that reliable transportation is critical to successful participation in programs and services as well as employment. Through our Job Center and referrals to support service organizations bus passes are distributed to eligible customers. Additionally, we apply for and use needs based support funds to enhance local and regional transportation services. Child care services are available to eligible customers through community based organizations and the County's community action program.

Through the WDI, stakeholders have expressed an interest in exploring ways to connect with job seekers to provide the most appropriate career planning and job seeker services – whether in a traditional manner (face to face) or through the use of technology. The range of services and tools that now can be accessed over the internet can increase the efficiency of service delivery. The WDB will be looking at different opportunities to distribute services throughout our communities beyond the physical location of the Job Center.

When the WDB and the American Job Center were reorganized under the Burlington County Human Services Department, much emphasis was placed on navigating individuals to programs designed to assist homeless people obtain and maintain employment in accordance with the County's 10-year plan on reducing homelessness. The Division of Employment and Training works closely with the division of Community Development which administers the Housing and Urban Development initiatives for the County.

To better meet the needs of job-seekers who have limited knowledge of services available or have limited access to transportation in our geographically diverse county, we have identified new locations where skill development and job training workshops are held. Over the next four years, we will establish at least three locations - using the County library system and our network of non-profit and municipal partners - where employment counseling services can be offered on a regular basis. [Update: We offer career services in Mount Laurel, Willingboro, and at the library and High School locations throughout the County.](#)

SECTION XII

Describe plans and strategies for, and assurances concerning, maximizing coordination of services provided by the State Employment Service under the Wagner-Peyser Act (29 U.S.C. 49 et seq.) and services provided in the local area through the one-stop delivery system, to improve service delivery and avoid duplication of services.

The Wagner-Peyser Employment Services staff is a fully integrated partner in the American Job Center. Staff in the American Job Center is located by function and not by affiliation in order to seamlessly serve our customers. This partnership is integral to the efficient and effective delivery of Job Center programs and services. The importance of for all designated partners to provide access to programs and activities is paramount in a comprehensive workforce development system.

The responsibilities of each partner and assurances for maximizing coordinated services are outlined in the WDB-Job Center Memorandum of Understanding which is attached in Appendix 4. Additionally, Wagner-Peyser staff utilizes the same common data system (AOSOS) to share information on the customers served.

As show on the Job Center *“Future State”* flow chart in Appendix 3, Employment Services and UI functions are core components of the customer flow within the New Jersey One-Stop System network. Wagner-Peyser staff provides Job Center customers with labor exchange services.

SECTION XIII

Describe how the local board will coordinate workforce development activities carried out under this title in the local area with the provision of adult education and literacy activities under Title II in the local area, including a description of how the local board will carry out, consistent with subparagraphs (A) and (B)(i) of section 107 (d)(11) and section 232, the review of local applications submitted under Title II.

- a. Describe how the local board will work in conjunction with local Title II providers, to coordinate workforce development activities in the local area, by integrating the provision of adult education and literacy activities under WIOA Title II. This includes but is not limited to, Integrated Education and Training (IETs) and the implementation of the career pathways model. Include an outline of how the local area will coordinate testing between workforce development, the One-Stop Career Centers, and adult education providers.

The goal of the Title II Adult Education and Literacy program in New Jersey is prepare residents with the basic reading and math skills to succeed in the workplace. As outlined in the NJ Combined State Plan for the Workforce Innovation and Opportunity Act, New Jersey is working toward a shift to more workplace and career focused basic skills education curriculum; an integration of basic skills training into subsequent steps of occupational skills training; and, more co-location of Title II with One-Stop Career Center services.

Through the WDI, Title II programs as well as the Workforce Learning Link and American Job Center fall under the direction of the WDB Executive Director. Burlington County has taken a deliberative and

collaborative approach to adult education and literacy services. Through the organizational structure of the WDI, all adult education and literacy activities are coordinated through the WDI's Adult Basic Education and Foundations unit. The Title II lead agency is Rowan College at Burlington County and currently relies on [three](#) other community partners to provide adult basic education and literacy services to individuals who are seeking a high school equivalency, English as a second language, [increased math or English skills, computer skills](#) and/or citizenship skill. Through the alignment of these programs under the WDB, the Board assures that [all workforce development activities carried out under both WIOA Title I and WIOA Title II are coordinated.](#)

The state plan, consistent with federal WIOA guidelines, requires that as part of the WIOA Title II adult basic education application process, the local board receives opportunity to review applications for alignment with the local plan. The NJLWD will provide an opportunity to the local boards to provide recommendations and will take the recommendations and results of the review into consideration when scoring the related sections of the applications.

The Burlington County WDB will establish protocols for reviewing applications. The WDB will utilize the WDI and a committee made up of WDB members who do not have a stake in an application to review and evaluate applications and to oversee this process.

The WDB/WDI will:

- Use our local plan to create a rubric for a consistent process of examining the alignment with local strategies and program implementation.
- Create an *ad hoc* workgroup empowered to review and provide written feedback on the applications of WIOA Title II adult education and literacy providers.
- Direct staff to write up feedback and any recommendations to NJLWD.

The time between the release of the competition information from NJLWD and the application due dates will determine the process timeline.

B. This section must include a description of how the local area will effectively refer one-stop clients to WIOA Title II programs and how Title II program recipients will access one-stop center services. Include information about existing and planned efforts for co-location and co-enrollment of Title II activities within the One-stop System.

[The Title I and Title II services are closely aligned and integrated for a seamless customer experience.](#) Upon completion of the Test of Adult Basic Education (TABE) [or the Comprehensive Adult Student Assessment System \(CASAS\)](#), staff of both the American Job Center and the Title II consortium review the results and decide on the best option of service delivery based on the individual's needs. Customers who require ESL, a HSE, or who score below a 4th grade on the TABE/[CASAS](#) will be referred to and enrolled in the Title II programs. Individuals [that have their high school diplomas](#), who are basic skills deficient but score above a 4th grade on the TABE/[CASAS](#), or who are in need of basic computer skills will be referred and served through the Workforce Learning Link.

[The Learning Link is an integral partner and falls under the leadership of the Adult Basic Education and Foundations unit of the WDI.](#) The instructors of the Learning Link and the facilitators of all basic skills assessment completed through the American Job Center have the knowledge and ability to refer customers

to the most appropriate cadre of services. When customers have achieved their goals through either track (HSE or HSE prep) they are referred to the American Job Center to further their pursuit of career pathway activities.

When a student applies for the opportunity to participate in our Title II HSE prep classes they must have a career goal. Our staff meets with them to determine an educational plan that includes learning about and choosing career pathway or interest in one of the demand industries of Burlington County. Student's unsure of a career direction will be afforded the opportunity to utilize Career Coach and other career and personality tools to assist in identifying which career cluster they may want to explore.

To ensure that all literacy programs result in high-quality outcomes, the state of New Jersey has adopted the College and Career Readiness Standards for Adult Education that was developed by the Office of Career, Technical and Adult Education. These standards are aligned with employer needs as well as post-secondary requirements. Throughout the customer's participation in literacy programs, our staff utilizes the Workforce Development Board and Workforce Development Institute's expertise to ensure our students are exposed to post-secondary and career pathway information. We provide our students/customers with up to date on demand industry information which hopefully create a seamless transition into a job, career training or post-secondary education.

The Title II agencies have begun implementing the mandated Integrated Education Training (IET) programs with the Integrated English Literacy and Civics Education (IELCE) students. This program offers the student the opportunity to participate in a learning experience that includes career education and work place skills in a specific industry that leads to a recognized credential/certification. The Burlington County Consortium is working closely with RCBC's Workforce Development Institute to expand this offering to our ABE students. We are also exploring the many opportunities that avail themselves through the Talent Development Center. Title II students who earn their HSE are eligible to transition to training opportunities in TLD, Advanced Manufacturing and the LINCS in Supply Chain Management. Our students become very familiar with these opportunities and their requirements during the HSE prep class experience.

The WDI has created an innovative, entrepreneurial workforce team that assist businesses in remaining globally competitive in a growing technologically and knowledge driven economy. It is the Burlington County Consortium's desire to explore the possibilities of developing Apprenticeship programs for our students with our local business partners that lead to easy access to demand-driven and comprehensive employment.

Upon completion of their literacy journey our students/customers meet with a Title II Case Manager and/or Counselor of Career Services to discuss their options for enrollment in an education and training program that will help them into their career pathway.

c. Describe all literacy services including those provided through the workforce learning link, WFNJ, and any other WIOA program and services.

Literacy services available to customers of the Burlington County Workforce Development System include:

- Adult Basic Education classes in math, reading, English, Social Studies, Civics, and digital literacy;
- Financial Literacy;
- Career Pathway, Career Readiness, and College Readiness Literacy;
- Career Exploration;

- Information Literacy is currently being developed and will soon be integrated into all [Job Foundations](#), Adult Basic Education and Lifelong Learning programming available in the local area.

To ensure that all literacy programs result in high-quality outcomes, the state of New Jersey has adopted the College and Career Readiness Standards for Adult Education that was developed by the Office of Career, Technical and Adult Education. These standards are aligned with employer needs as well as post-secondary requirements. Throughout the customer’s participation in literacy programs, they are exposed to post-secondary and career pathway information. Upon completion of their literacy journey they meet with a counselor of Career Services to discuss their options for enrollment in an education and training program that will help them into their career pathway.

SECTION XIV

Describe the replicated cooperative agreements (as defined in section 107(d)(11)) between the local board or other local entities described in section 101(a)(11)(B) of the Rehabilitation Act of 1973 (29 U.S.C. 721(a)(11)(B)) and the local office of a designated State agency or designated State unit administering programs carried out under title I of such Act (29 U.S.C. 720 et seq.) (other than section 112 or part C of that title (29 U.S.C. 732, 741) and subject to section 121(f)) in accordance with section 101(a)(11) of such Act (29 U.S.C. 721(a)(11)) with respect to efforts that will enhance the provision of services to individuals with disabilities and to other individuals, such as cross training of staff, technical assistance, use and sharing of information, cooperative efforts with employers, and other efforts at cooperation, collaboration, and coordination. iv Describe in this section what internal mechanisms will support these initiatives and how these technical assistance initiatives are coordinated with or supported by the Department of Vocational Rehabilitation and the New Jersey Commission for the Blind and Visual Impaired.

As discussed earlier in this document the Division of Vocational Rehabilitation Services (DVRS) is the primary deliverer of services that helps people with disabilities to access state and local workforce development systems, and return to the workforce. DVRS is co-located and fully integrated into the Burlington County American Job Center. The DVRS operates on an Employment First principle which is a framework for system change that is centered on the premise that all citizens with disabilities, including those with the most significant disabilities, are capable of full participation in integrated employment and community life. Employment First establishes the belief that these principles should be accomplished in the context of long-term career pathway development.

Through the full integration of the local DVRS in the American Job Center, staff of the DVRS are part of the triage function of all customers. This enables all customers to be referred to and provided with the services that will enable them to be successful in the workforce. Individuals who declare their disability are encouraged to work with DVRS for assistive support. Those who do not declare their disability but staff have uncovered a possible hidden disability are educated about DVRS and the support services that may be available to them.

The local DVRS collaborates on all Burlington County American Job Center activities and provide education and communication to other partners in the American Job Center regarding serving our customers with disabilities. DVRS administers services ranging from counseling and guidance, vocational assessment and training, supported employment to specific supports based on individual vocational rehabilitation needs. They are a very important stakeholder on the WDB and its individuals with disabilities and employment committee, and are a partner in the WDI.

Through the individuals with disabilities and employment committee, the American Job Center partners and the WDB maintain a relationship with the Commission for the Blind and Visually impaired. Through these relationships, Burlington County is able to provide a resource to a wide array of programming that can help all of our customers secure integrated, competitive employment.

The in-house Disability Program Navigator ensures that physical and programmatic accessibility of facilities, programs, services, technology and materials for individuals with disabilities. Staff are afforded training opportunities to support their knowledge and ability to meet the needs of individuals with disabilities. Through the WDB's Disabilities Issues Committee, programs are made available on a regular basis that facilitates information to the workforce, business and consumer populations. All customers of the American Job Center are encouraged to inform staff if assistance is required for accommodation assistance.

Through the Jobs for Veterans State Grant, the Disabled Veteran's Outreach Program Specialists (DVOPS) and the Local Veterans Employment Representatives (LVER) help veterans with significant barriers to employment successfully navigate the job market and get the assistance they need to reenter the workforce. The DVOPS and the LVER staff are fully integrated into the offerings of the Burlington County American Job Center. For those veteran customers who do not want to follow the customer flow that all WIOA eligible customers follow (orientation, assessment, counseling, research, and training and education enrollment) and are not interested in training, they are referred directly to DVOP and/or LVER staff.

The DVOP staff provide intensive services to meet the employment needs of disabled veteran's and other eligible veteran's (economically or educationally disadvantaged, including homeless veteran's and veterans with barriers to employment). The LVER and the DVOP staff work closely to increase employment opportunities with employers in the community by engaging in advocacy opportunities to encourage the hiring of veterans and disabled veterans.

Finally, the Department of Veteran's Affairs Vocational Rehabilitation and Employment Program has a staff member located in the Burlington County Division of Veteran's Services and works closely with disabled veterans to get them the education and services necessary to obtain or retain employment.

SECTION XV

Identify the entity responsible for the disbursement of grant funds described in section 107(d)(12)(B)(i)(III), as determined by the chief elected official or the Governor under section 107(d)(12)(B)(i).v
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The Burlington County Chief Local Elected Official/Board of Chosen Freeholders is designated as the administrative entity and Fiscal Agent, authorized to receive funds and disburse them at the request of the Workforce Development Board as described in the law. The WIOA funds are held by the County of Burlington and managed by the WDB.

Fiscal oversight of the Employment and Training Division is performed by the WDB through a [WDI accountant](#) who reports to the WDB Director.

SECTION XVI

Describe the competitive process used to competitively select the One-Stop Operator, and to award the sub-grants and contracts in the local area for activities carried out under WIOA Title I. [Include details of the LWDB role in the process and discuss how any other local agencies are involved; also describe efforts to ensure that no conflict of interest is present in the process; include a description of the process used by the LWDB to award WIOA Youth program contracts.](#)

The Burlington County Workforce Development Board ensures that the process for all competitive procurement is open, transparent and made available to all eligible entities. Burlington County has established the appropriate firewalls and follows all state and local area procurement laws. In collaboration with the Burlington County Department of Purchasing and the Board of Chosen Freeholders, the WDB follows the locally established process for the procurement of the One-Stop Operator, Youth Programs and Services and Work First NJ programs and services. The process includes certification of conflict of interest of all parties who are involved in the review and selection process.

As outlined in the NJ Combined State Plan for the Workforce Innovation and Opportunity Act, the WIOA requires that local areas competitively select the One-Stop Operator based on eligibility requirements and criteria outlined in Section 121(d)(2). Additionally, State law N.J.S.A 34:15D-4.7 and 21 require all counseling services in One-Stop Career Centers must be either provided by a job counselor hired and employed by the State pursuant to N.J.S.A 11A or hired and employed by a political subdivision of the State. The Burlington County Workforce Development Board will comply with all federal and state laws.

At a minimum, the One-Stop Operator is a convener, coordinator and manager of the One-Stop delivery system in the local area. The local WDB can develop a more expanded role of the One-Stop Operator as long as that role is consistent with the State law(s). As outlined in the State plan and in WIOA, eligible entities to serve as a One-Stop Operator include:

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

In line with the NJ State plan the One-Stop Operator role is to:

- Coordinate Service Delivery among Partners;
- Coordinate Service Delivery among Physical and Electronic Sites;
- Coordinate Services across Local Area System; and,

- Be the Primary Provider of Services at Physical Centers.

The Burlington County WDB released a RFP and selected the One-Stop Operator effective September 1, 2017 through June 30, 2020. The RFP was for Management Services funded through the WIOA allocations received by the County of Burlington.

The WIOA, Public Law 113-128 provides framework for a national workforce preparation system that is flexible, responsive, customer-focused and locally managed. The Burlington County WDB encouraged potential bidders to submit management service designs that focused on the triage area of customer service. Through the procurement process, the WDB selected an operator that is responsible for the coordinating the service delivery of required American Job Center partners and focuses on providing customers access to the appropriate program or service.

The Burlington County American Job Center utilizes the New Jersey Eligible Training Provider List (ETPL) and the Individual Training Account (ITA) process for WIOA Title I Adult and Dislocated Worker training and education services.

The Burlington County WDB competitively procures WIOA Title I Youth/Young Adult and WFNJ services. This process is open, transparent, and follows all state and local procurement laws. The RFP process for both the WFNJ and WIOA Title I Youth/Young Adult services is completed every two years.

SECTION XVII

Describe how the local levels of performance negotiated with the Governor and chief elected official pursuant to section 116(c), will be used to measure the performance of the local area and will be used by the local board for measuring the performance of the local fiscal agent (where appropriate), eligible providers under subtitle B, and the one-stop delivery system, in the local area.vi Describe any additional performance measures developed or used locally. [Include an appendix providing the local area performance goals for four program years: PY2016, PY2017, PY2018 and PY2019.](#)

The negotiated levels of performance for the Burlington County Workforce Development System are a critical piece in assessing the quality, effectiveness and needed improvements. Given our continued commitment to not only meet but exceed our negotiated local levels of performance, these indicators drive much of the strategy that we employ in the planning and operations of the Burlington County Workforce Development System.

As mentioned in throughout this document, many customers that are served through our American Job Center and Workforce Development Institute face many barriers to employment. New to the benchmarks and relatively new to system planning is WIOA's measure of credential attainment. Given WIOA's and New Jersey's emphasis on industry recognized credentials, we will need to be proactive with our training providers and our employer engagement to ensure that we are meeting the needs of the industries.

New Jersey will not only be utilizing the performance metrics outlined in section 116(c) of the Workforce Innovation and Opportunity Act (WIOA) but will also utilize additional metrics that have been adopted by the State Employment and Training Commission (SETC) for all state and federal workforce programs.

The measures have been proposed in the NJ Combined State Plan for the Workforce Innovation and Opportunity Act and can be found in Appendix 1 of that document.

The WDB monitors program performance on a regular basis and utilizes NJ Performs Data for the performance metrics outlined below. A financial compliance review is accomplished on a monthly basis when the required reporting is done for the NJ Department of Labor and Workforce Development fiscal report. The monitoring and MIS staff monitor the outcomes of our eligible training providers on a monthly (if not more) basis. Each of the training providers are held to a high standard in serving our customers. The training provider monitoring occurs with each invoice that they submit as well as quarterly on-site visits, communication with customers, and information from other workforce development areas that utilized the provider.

As described throughout this document, many of the strategic priorities that guide the work of our WDB and WDI align well with not only these measures, but also the additional goals that the SETC has set forth for the New Jersey workforce system. The additional performance indicators that include WDB certification, Number of High Quality Partnerships established, and regional coordination will be better defined upon additional direction by the SETC and the NJ Department of Labor and Workforce Development.

Appendix 7- Local Area Program Goals

SECTION XVIII

Describe the local board as follows:

a. Membership: provide a list of members, and indicate alignment with new requirement per SETC policy #2015-01 and WIOA. Include description of how membership aligns with New Jersey key industries and local area priorities.

The Burlington County WDB is comprised of at least 51% business members, and adheres to the composition requirements as set forth in the SETC Policy Resolution #2015-01 and WIOA. The Chief Elected Official (CEO) is responsible for the appointing members to the Board from nominations received by local area businesses, trade organizations, recognized state and local labor federations, community leaders, education leaders or other local elected officials. A current membership roster of the Burlington County WDB can be found in [Appendix 8](#) of this document.

b. Discuss recruitment plans to address any deficiencies.

The Burlington County WDB and its partners are always recruiting business members of the key industries to add their voice to the actions and operations of the local workforce development system. [The WDB will be utilizing the newly formed Business Engagement Committee's work on industry and sector analysis as a source for recruiting the appropriate industry sector. Additionally, the WDB's Outreach and Engagement unit will actively seek appropriate members for the Board. Finally, through working collaboratively with the local Chamber of Commerce we will be able to identify prospective WDB members. The WDB is always open to and looking for ways to increase the voice of business on the Board.](#)

c. Describe development/training programs with board members.

The WDB Director, the RCBC VP of Workforce Development, and the other Directors of the Workforce Development Institute all work towards the education and development of new and existing WDB members as well as Workforce System staff. The full board meets as much as every other month and at least quarterly and the agenda is built around information sharing of a industry or workforce development topic.

Additionally, WDB members are invited to and encouraged to attend regular focus groups, round tables, training opportunities and conferences to continually improve their knowledge of workforce development and lifelong learning opportunities. [The WDB staff is looking at different consulting firms for heightening Board engagement and other Board professional development opportunities.](#)

d. Describe the actions the local board will take toward becoming or remaining a high-performing workforce development board, consistent with the factors developed by the State.

The role, actions and commitment of the Burlington County WDB and its standing committees along with its collaborative partnership with the Burlington County WDI will support us in our efforts to become and remain a high-performing WDB in the following categories:

- a. Business services, sector partnerships, career pathways and work-based learning – by developing and maintaining a high-performing business engagement services. This will occur by convening, brokering and leveraging support among stakeholders, including local businesses, for workforce development activities conducted in the area.
- b. Continue to analyze local area and regional economic conditions to be proactive in the provision of career pathway efforts. Staff of the workforce development system will benefit from this action of the WDB and WDI in that they will be on the forefront of best and promising practices of the industry led, career pathway services.
- c. As discussed throughout this document, the Board, in collaboration with the WDI will continue to support the area and regional business community by leading efforts within the area and the region to engage with a diverse range of employers to promote business representation, develop effective linkages with employers, ensure workforce investment and opportunity activities meet the needs of employers and support economic growth in the region.

SECTION XIX

Describe staff and partner development and training efforts. Provide plans/timeline for such trainings. Include both local and partner staff efforts.

Through the Workforce Development Institute, professional development and staff training activities occur monthly. WIOA Title I, Employment Services, DVRS, RCBC, WIOA Title II, Burlington County Institute of Technology, the Burlington County Library System, and other workforce development system partners all convene to meet, exchange ideas, or engage in professional development and training activities. This is a relatively new activity in the system and will be improved upon by input of all stakeholders.

There are also regular training opportunities in the mental health and disability services programs that all staff are encouraged to attend and participate in. Through the partnership with RCBC, staff are afforded professional development opportunities in Microsoft applications (Excel, Access, etc.), customer service skills, leadership skills, team building, and other essential skills relevant to maintaining a high-performance system.

As a member of the Garden State Employment and Training Association (GSETA) there are regular opportunities to engage in statewide and regional professional development and training activities. All local partners and front-line staff are afforded the opportunity to attend these events as well as the annual training conference.

Finally, all staff are encouraged to participate in the USDOL webinars offered through their new ION tool. The Burlington County WDB and WDI are huge proponents of knowledge is power, not only for our customers but for our internal stakeholders. Whenever possible, staff, board members, partners and other stakeholders are encouraged to participate in professional development activities.

SECTION XX

Describe how training services under chapter 3 of subtitle B will be provided in accordance with section 134(c) (3) (G), including, if contracts for the training services will be used, how the use of such contracts will be coordinated with the use of individual training accounts under that chapter and how the local board will ensure informed customer choice in the selection of training programs regardless of how the training services are to be provided. Within this section, be sure to address how training will lead to industry-valued credentials. [Identify any additional local area policies or practices regarding types of training or training providers/performance, that are used in conjunction with the ETPL](#)

The customer flow as shown in Appendix 3 is followed by all job seekers who enter the Burlington County American Job Center. Customers who need and are appropriate for training services, can utilize Individual Training Accounts (ITA's), customized training, or other NJ Department of Labor and Workforce Development training opportunities. For ITAs to be utilized, there must be a contract in place with the requested training provider.

For a vendor to be eligible for an ITA, the following things must be in place:

- The vendor must be listed on the New Jersey Eligible Training Provider list.
- The course that the student wishes to attend must also be listed on the New Jersey Eligible Training Provider list.
- The course must be responsive to labor demands of Burlington County. Along with a list of demand occupations generated by the New Jersey Department of Labor, the local WDB and WDI has up to date information regarding labor demand for the County and region through their on-going data/skills gap analysis performed with their partners and business stakeholders.
- The program must afford the customer an industry recognized credential and career opportunity.
- A local Burlington County Workforce Area Eligible Training Provider Agreement for the current program year needs to be executed with the County of Burlington. As part of the Agreement, a current Certificate of Liability Insurance naming the County of Burlington as the additional insured. Additionally, proof of a Business Registration Certificate issued by the New Jersey Treasury Department, Division of Revenue must be submitted. The American Job Center Program monitor will maintain contractual compliance throughout the term of the Agreement.

To ensure that the choice of the customer is based on an in-depth knowledge of the program and the vendor, every prospective student is required to consider a minimum of three (3) Training Providers before making his or her decision. The customer researches the average hourly wage and current placement percentage for each school visited, and determines their chances of success with a provider of the training program they are interested in. The information that the customer collects is verified through monthly reports sent to each Training Provider by the MIS Department. This process assists the prospective student in making an educated decision, based upon the placement statistics of former customers.

The Eligible Training Provider is responsible for adding in the certification or testing costs associated with the training. This includes licenses, tests or certifications, including those certifications that are contingent upon first year membership dues into an organization. This does not include any costs that are already built into the overall price listed on www.njtrainingsystems.org, or for courses under the \$4,000 limit. All information is sent to a review team who does an independent review of the request for training. If the review team approves training and the certification/testing costs, as long as the customer is in good standing with the Burlington County American Job Center all costs will be paid. The Testing & Certification Costs will only be paid within 60 days after exit from the program. If more than 60 days is necessary to take the specified certification and/or tests, there must be documentation alerting staff and the customer. The Burlington County American Job Center will only pay for a Test/Certification attempt once. Any other attempts are not covered and funding will have to be secured from the customer. If the customer obtains a credential, a copy of the credential needs to be submitted to be kept on record with the Burlington County American Job Center.

Each Training Provider is evaluated based on the following performance standards as determined by the Burlington County WDB and/or the New Jersey Department of Labor & Workforce Development:

- 90% Course Completion Rate
- 90% Credential Rate within 90 days after course completion
- 85% Entered Employment Rate within 90 days of course completion and/or receipt of credential

All performance standards established under the Agreement may be modified and are subject to the negotiated levels of performance between the New Jersey Department of Labor and Workforce Development, the County of Burlington and the Burlington County WDB.

The local WDB will utilize a combination of class size contracts and ITA's for customized training, on-the-job training, and incumbent worker training and/or transitional employment opportunities when necessary.

SECTION XXI

Describe process to create the local plan, and provide assurances that it was an open and transparent process, including:

a. List and describe any meetings of workgroups, taskforces or similar efforts. Documentation of these meetings, including minutes and attendees, must be maintained locally. Include a list of the participants and their organizations. (This should include local elected officials, local public entities, regional and local economic development partners, WIOA system partners such as Adult Education and Literacy providers, community colleges, [NJ Industry Partnerships](#) and other entities with a stake in the local workforce system and plan.) Provide a description of how local stakeholders, including representatives of Titles I, II, III and IV programs, were specifically involved in the 2019 modification process. Include meeting dates (beyond standing WDB/committee meetings), attendee names and organizations represented.

The WDB engaged in the same successful planning process utilized to develop the strategic plan. As indicated by guidelines received, much of the planning work conducted for that plan was still valid and used for the foundation for the planning process. The planning work group was made up of Burlington County WDB members, WDB staff members, WDI staff, NJLWD WFNJ representative and representatives from the WIOA Title I, Title II, and Title IV programs who participated in several planning meetings. The Title III (Wagner Peysner) partners were invited but chose not to participate or show for any of the meetings nor did they respond to correspondence requesting their assistance with the portions of the plan that pertain specifically to them.

The strategic plan was evaluated as to its relevance and effectiveness and to determine what was needed to refresh and update the existing plan as outlined in the [modification guidelines](#) so the workforce development system has a clear vision and set of priorities. The [planning committee](#) identified areas that needed to be addressed or defined, and identified those areas that were unchanged. Since there has not been much change to the environmental landscape as the most recent planning strategic planning strategy, it was determined that much of the strategic plan information was still useful. Key industries for our area and the characteristics of our customer base are not drastically different than what used as the basis of the last strategic plan.

The New Jersey Combined State Plan for the Workforce Innovation and Opportunity Act was used as the basis of the local area's planning process. The State plan was made available to all participants and presentations by the WDB staff were made to each of the planning groups summarizing the State Plan and our charge for developing a local area planning document. At several meetings of the WDI's Economic Advisory Panel, the full WDB meetings and at all locally held industry led focus groups, a discussion and/or presentation regarding the local area planning process was held.

b. Describe the process used by the local board to make available copies of the proposed local plan to the public, through electronic and other means such as public hearings and local news media; ensuring that the document was made available in accessible formats.

The WDB has posted copies of this proposed local plan on the Burlington County web site and the RCBC WDI website. Draft copies were sent via email to all stakeholders and hard copies available upon request. The WDB will be presenting the planning document at a public Freeholder meeting in [May](#).

c. Describe the process used to provide an opportunity for public comment, including comment by representatives of businesses, representatives of labor organizations, and representatives of education and input into the development of the local plan, prior to submission of the plan. Describe any additional local requirements or processes for local public comments. Provide a list of stakeholders who were notified of the opportunity for public comment. Include as an attachment to the Local Plan any such comments including those that represent disagreement with the plan.

The WDB solicited comments from all stakeholders of the Burlington County workforce development system, WDB members, WDI partners, and all front-line staff. Additionally, the WDB posted a public notice in the newspaper to solicit comments from the public to submit comments. There were no comments made.

SECTION XXII

Describe how one-stop centers are implementing and transitioning to an integrated, technology-enabled intake and case management information system for programs carried out under this Act and programs carried out by One-Stop partners.

Currently the Burlington County American Job Center utilizes the America's One Stop Operating System (AOSOS) that was chosen by the New Jersey Department of Labor and Workforce Development as the common data system to be used by WIOA Title I and Wagner-Peyser programs. Although not ideal (in that not all partners are using) the state has elected to upgrade the current system for the foreseeable future. Additionally, the State has elected to roll out a new Career Connections web enabled platform to serve the customers of New Jersey workforce development system.

Locally, we utilize the above-mentioned technology in addition to our own locally driven Career Coach Technology tool to assist us in serving our customers, stakeholders, and partners. In order to ensure that we are meeting our performance metrics we utilize Future Works dashboards.

In the Combined State Plan for the Workforce Innovation and Opportunity Act, New Jersey has stated that they are in the process of developing a new system that will replace AOSOS, and will maintain the high level of quality and data management within that system but offer additional functionality and interaction across programs and sites. This would be ideal as the current system does not allow for all partners to share information regarding intake and case management.

SECTION XXIII

Priority of Service:

- a. Describe how the local board will ensure priority for adult career and training services will be given to recipients of public assistance, other low-income individuals, and individuals who are basic skills deficient consistent with WIOA sec. 134(c)(3)(E) and § 680.600

WIOA Title I provide for “Priority of Service” for Out-of-School Youth, Low-Income Adults, and Veterans. This provision allows access to higher intensity career services and training to public assistance recipients, other low- income individuals, veterans and individuals who are basic skills deficient and/or lacking a high school diploma. Since there currently is not a lack of funding, all low-income individuals and those who are basic skills deficient receive priority of service to improve their work readiness skills and career path preparedness.

The Burlington County WDB in partnership with other Burlington County Departments and partners has recently added individuals in recovery to the list of priority individuals to be served. The number of individuals whose lives have been interrupted by the opioid epidemic has sky rocketed. Recently the County of Burlington has revitalized their Opioid Taskforce and a priority focus is Recovery in Employment.

In providing needed assistance to those individuals who are in recovery the Burlington County Workforce Development will set aside 20% of WIOA Title I Adult funds to support affected individuals and provide them with the vital resources, services, supports and information that will assist them on the path of recovery. The funds will be used to ensure access to meaningful employment and to coordinate physical and mental health needs.

the Priority of Service policy.

a. Veterans Services: Each local area must develop and describe its policy for providing Veterans services and maintaining the Priority of Service as required by USDOL. Roles and Responsibilities of Jobs for Veterans State Grant Funded Staff: USDOLVETS provides LWD with an annual grant to cover Disabled Veteran Outreach Program (DVOP) staff and Local Veterans Employment Representatives (LVERs) in New Jersey local workforce areas. DVOPs focus their effort on providing intensive services to eligible veterans with defined significant barriers to employment. LVERS outreach to businesses on behalf of all veterans. USDOL wants DVOPs to focus exclusively on the hardest to place subset of the veteran population. USDOL advocates for the delivery of time intensive, one-on-one services using a case management approach. In order to ensure that DVOPs only see eligible veterans with barriers to employment, each local area must have a veterans’ customer flow plan that assumes all staff in the One-Stop are “veteran’s staff.” Customer pre-assessments should be conducted during triage or registration and veterans who are either ineligible because of their term or type of military service or because they don’t have a significant barrier should receive “Priority of Service” (go to the front of the line for services and training), but should not be automatically sent to the DVOP. USDOL estimates that 70%-80% of veterans coming into the One-Stop should be served by Wagner- Peyser and other non-JVSG staff. Local areas should describe their processes for ensuring that staff delivers these veterans services as required. Priority of Service: All veterans have priority of service within WIOA. However, as described in TEGL 10-09, when programs are statutorily required to provide priority for a particular group of individuals, such as the WIOA priority described above, priority must be provided in the following order:

1. First, to veterans and eligible spouses who are also included in the groups given statutory priority for

WIOA adult formula funds. This means that veterans and eligible spouses who are also recipients of public assistance, other low-income individuals, or individuals who are basic skills deficient would receive first priority for services provided with WIOA adult formula funds.

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

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

4. Last, to non-covered persons outside the groups given priority under WIOA. In practice, the priority of service policy means that in any cases where there are lines or waiting lists, those with higher priority move ahead of other individuals in those lines or waiting lists based on the priority of service. Local areas must describe their Priority of Service policy and process. Signage: USDOL -VETS also requires appropriate signage to encourage Veterans to self-identify and to make them aware of Priority of Service. Each local area must describe its process to ensure adequate signage. This may be within the Priority of Service policy.

The Burlington County American Job Center is committed to serve all transitioning service members, veterans, and their families by providing resources to assist and prepare them to obtain meaningful careers and maximize their employment opportunities. In compliance with state and federal law, all veterans, transitioning military members and their eligible spouses receive priority referral to all employment and training opportunities that they may qualify for. The Burlington County American Job Center has signage prominently placed throughout the job center to notify transitioning military members, veterans and eligible spouses that they receive priority service. The Disabled Veterans Outreach Program (DVOP) serves veterans with significant barriers to employment. The Local Veterans' Employment Representative (LVER) provide business services and job search activities to assist those transitioning military members, veterans and eligible spouses that have significant barriers to employment. Additionally, those individuals who do not present significant barriers to employment can receive services through any Burlington County American Job Center staff person as appropriate.

The Burlington County WDB has recognized that the priority of service to various populations is not well known. The Burlington County One-Stop Operator will be charged with promoting the priority of service at all stages of the customer flow process. Signage that appropriately directs veterans and other individuals to intake and job training representatives will be placed in strategic areas of the Job Center. Additional information regarding Veteran priority will be placed on the Job Center and WDB websites.

APPENDICES:

Appendix 1 – [Industry Focused Training and Education Programs](#)

Appendix 2 – [Burlington County American Job Center Monitoring Guide Updated 2019](#)

Appendix 3 - Customer Flow Charts

Appendix 4 – [One-Stop Partner Matrix](#)

Appendix 5 – Job Center Partner MOU

Appendix 6- Youth Customer Flow

Appendix 7 – Local Area Program Goals

Appendix 8 – Workforce Development Board Membership

Appendix -1
Industry Focused Training & Education Programs

Appendix -2

Burlington County American Job Center Monitoring Guide Updated 2019

Appendix -3

Customer Flow Charts

Appendix -4

One-Stop Partner Matrix

Appendix-5
Job Center Partner MOU

Appendix –6
Youth Customer Flow

Appendix – 7
Local Area Program Goals

Appendix –8

Workforce Development Board Membership