

State of New Jersey  
Department of Labor and Workforce Development

**WORKFORCE INNOVATION AND  
OPPORTUNITY ACT (WIOA)  
ANNUAL REPORT NARRATIVE  
PY 2021**



## WIOA Annual Statewide Performance Report Narrative Requested Items

### **Information regarding the State's progress toward achieving the goals and performance outcomes:**

In Program Year 2021 (PY21), we saw service levels begin to increase after the shutdowns of Program Year 2020 (PY20) due to COVID. As New Jersey's One Stop Career Centers (OSCCs) continued to expand virtual services and reopened for targeted in person services, more individuals returned for service. However, even with these increases, the pandemic continued to impact the number of individuals that our system supported – resulting in lower enrollments in PY21 that also impacted performance.

Our local and state workforce systems continued to adjust in PY21 to shore up and strengthen the career and training services available in our OSCCs. At the state level, we sought to support and leverage the broad set of opportunities that WIOA offers, expanding the focus of our systems to (1) consider, include, and further integrate the wide range of partners and programs outlined in WIOA, (2) expand service offerings to include more work-based learning, supportive service, and individualized career counseling opportunities, and (3) strengthen information and data systems to create more transparency and accountability in our system. Much of this work started and or developed momentum in PY21. These are long term strategies designed to strengthen our performance through expansion of opportunities and the continuous improvement of services through the use of data.

One area of critical focus on PY21 has been continuing efforts to strengthen performance and report data related to New Jersey's Eligible Training Providers. The New Jersey Department of Labor and Workforce Development (NJLWD) submitted the annual Workforce Integrated Performance System (WIPS) Eligible Training Provider Report (ETP) for Program Year 2021. This data contained information on the primary performance indicators for all individuals in the ETP program. The data used in this ETA 9171 report is generated from our case management system, AOSOS (America's One-Stop Operating System v7.3.7). We continue to see this as an area for focus and improvement.

In order to improve the quality and standardization of the data provided by eligible training providers, NJLWD, the John J. Heldrich Center for Workforce Development at Rutgers University, the New Jersey Council of County Colleges, the New Jersey Department of Education, the Governor's Offices of Innovation and Policy, Credential Engine, and other private sector vendors are working together to modernize and digitize the ETPL application process by creating a portal where eligible training providers can complete and submit an online application to have their programs reviewed for inclusion on the ETPL.

The portal, Intelligrants (IGX), will enable providers to log into a dashboard showing the status of their applications in the review process, upcoming deadlines for submitting student data, program renewal, or modification applications, and other documentation. Eligible training providers with approaching deadlines will be notified both on the portal and via email and will be used for ongoing communication to address issues and questions between eligible training providers and their respective NJLWD liaisons. Data submitted by eligible training providers via the portal will be uploaded to the Credential Registry, an open-source data repository developed and hosted by Credential Engine, thus making the data available to developers interested in developing solutions for other use cases. The Registry uses Credential Transparency Descriptor Language (CTDL) as its data framework. Utilizing this framework allows for the consistent and standardized collection of New Jersey's eligible training provider data.

NJLWD developed the quality assurance framework to protect career seekers from predatory training providers as part of a larger state effort of consumer protection; to improve the effectiveness and efficiency of state and

federal investments in training; to use our public workforce funds to be able to continue to serve those who are historically underserved, underemployed and low income unemployed; and ensure those funds for training programs are available and working efficiently to serve those who are most in need.

New Jersey wants to promote a culture of responsibility that encourages continued improvement and quality for post-secondary programs.

New Jersey launched the quality assurance framework on July 1, 2021. NJDOL is working with a group of training providers to identify their data collection and technical assistance needs; these providers will assist NJDOL with user feasibility testing and provide input with develop resources that will benefit the larger training provider community. Starting July 1, 2022, NJ training providers listed on the NJ ETPL are required to begin collecting new data that will measure program quality along multiple dimensions: employer demand, labor market outcomes, educational outcomes, financial impact, and equity.

The quality assurance framework uses a regression model to calculate program scores, taking into consideration programs serving people with challenges and barriers to employment. The programs scoring in the top 75 percentile will be considered “passing;” those in the 11th to 25th percentile will be put on warning and encouraged to review the reasons for their poor performance; and those in the bottom 10 percent will be put on probation. Programs in probation will be required to develop a corrective action plan and given two years to improve their performance.

NJ ETPL providers must submit social security numbers wherever feasible for all program entrants, not to exclude private pay students. NJDOL can move programs off the list for failure to send program participants’ social security numbers and poor performance. This will also function as an incentive to comply with data requirements. NJDOL will work with training programs who put forth efforts to improve their scores and program quality. If after two years, the program has not improved, the program will be removed from the ETPL. Programs can re-apply to the ETPL after two years by collecting their own data and submitting results.

**Two approaches the State of New Jersey (the State) has chosen for the Effectiveness in Serving Employers performance indicator pilot:**

In accord with WIOA sec. 116(b)(2)(A)(i)(VI), the State has selected the Repeat Business Customers and Employer Penetration Rate approaches to gauge the effectiveness in serving employers:

- The Repeat Business Customers rate is the total number of establishments that received a service or, if it is an ongoing activity, are continuing to receive a service or assistance during the reporting period; AND who utilized a service anytime within the previous three years, divided by the number of unique business customers who have received a service previously in the last three years.
- The Employer Penetration Rate is the total number of establishments that received a service or, if it is an ongoing activity, are continuing to receive a service or other assistance during the reporting period divided by the total number of establishments located within the State during the final month or quarter of the reporting period.

NJDOL’s goal is to measure how well it is:

- 1) providing employers with skilled workers;
- 2) engaging employers and delivering quality services over extended periods of time; and
- 3) engaging employers and delivering quality services in local areas and Statewide, as needed.

Employer Services are broadly defined in the following categories:

- Employer Information and Support Services
- Workforce Recruitment Assistance
- Engaged in Strategic Planning/ Economic Development
- Accessing Untapped Labor Pools
- Training Services
- Incumbent Worker Training Services
- Rapid Response/ Business Downsizing Assistance
- Planning Layoff Response

In Program Year 2021 (PY21), our Repeat Business Customers rate was 71.1% and our Employer Penetration rate was 1.5%.

**Brief descriptions of: (a) current or planned evaluation and related research projects, including methodologies used; (b) efforts to coordinate the development of such projects with WIOA core programs, other State Agencies and local boards; (c) a list of completed evaluation and related reports and links to where they were made accessible to the public electronically; (d) State efforts to provide data, survey responses, and timely site visits for Federal evaluations; and (e) any continuous improvement strategies utilizing results from studies and evidence-based practices evaluated.**

NJDOL has created a multi-year plan for its research and evaluation activities which includes capacity-building at the State level. Since 1988, the State has a longstanding research partnership with the Heldrich Center at Rutgers University due to its long history in using the data and because of Rutgers’ status as a public institution. Since that time, through multiple federal Workforce Data Quality Initiatives (WDQIs) and State Longitudinal Data System (SLDS) grants, the State established a multi-agency data-use agreement to establish the New Jersey Education to Earnings Data System (NJEDDS), a SLDS housed at the Heldrich Center. NJEDDS includes data not only from NJDOL, but also the NJDOE, NJ Office of the Secretary of Higher Education, and the Higher Education Student Assistance Authority (HESAA).

NJDOL plans to use NJEDDS and other (Administrative) data to evaluate the performance of federal- and State-supported education and job training programs by laying out a plan to conduct evaluations and to reinforce a culture within the State to make data-informed decisions. Further, NJDOL proposes to conduct multiple evaluations to leverage the relatively new administrative data sources focusing on outcomes related to job training, transition services for persons with disabilities, UI claimants’ post-benefit outcomes, and use of apprenticeships.

Listed below are the current and planned evaluation and research projects in NJDOL.

**1. PY 2019 WIOA Evaluation: A Process Evaluation of the Integration of Title I (Workforce Development) and Title II (Adult Literacy) Services Under the Workforce Innovation and Opportunity Act (WIOA) in New Jersey**

The New Jersey Department of Labor contracted with the John J. Heldrich Center for Workforce Development to conduct a process evaluation to fulfill New Jersey’s WIOA evaluation requirement for Program Year 2019 and examined the services in two programs: WIOA Title I, which covers workforce development activities (job training and services to unemployed or underemployed individuals) and WIOA Title II, which addresses adult education and literacy services (covering basic skills, secondary education, and literacy) (Bradley, 2015). The goal of this study was to obtain a comprehensive understanding of the degree to which services under WIOA Title I and Title II are integrated in New Jersey. The evaluation also sought to identify the challenges local areas face when implementing

various forms of Title I and Title II services integration.

WIOA broadly defines integration between Title I and Title II as a service approach in which adult education and literacy activities are provided concurrently and contextually with workforce preparation activities and training for a specific occupation or occupational cluster for the purpose of education and career advancement (WIOA, 2014). However, the nature of what is understood about and done to implement service integration looks and sounds somewhat different on the front lines of service delivery in the local areas across New Jersey. This report details findings about how local areas understand what Title I and Title II integration means in their local areas and the policies, programs, and practices they are implementing toward that goal. It also offers a series of recommendations, derived from extensive local input, on how state and local stakeholders can improve and scale up existing integration practices. This evaluation offers specific information for support staff tasked with integration of services in creating a more seamless service delivery system where individuals go from learner to job seeker to successful worker.

Researchers conducted an extensive literature review, gathered input from multiple interviews with national experts in adult literacy and with frontline practitioners in the field in New Jersey, and fielded an in-depth survey to adult literacy and workforce development professionals in local areas around the state.

### ***Key Findings***

1. Local areas report a high degree of Title I and Title II integration in New Jersey and say it is a big priority.
2. The most common form of Title I and Title II services integration reported among local areas in New Jersey is the incorporation of career content into literacy education.
3. Local areas viewed the integration of Title I and Title II as beneficial to their customers and replicable in other local areas but reported mixed results about the level of difficulty it takes to implement.
4. Communication between Title I and Title II is happening regularly and is considered most important, along with leadership; however, neither are viewed as big challenges.
5. While communication and cooperation between Title I and Title II personnel were found in a majority of local areas, collaboration was much rarer.
6. Co-enrollment in both Title I and Title II programs, orientation of Title I services to Title II customers, shared intake and assessment across programs and service areas, and soliciting input from business into the content of the programs were among the most commonly indicated practices specifically implemented across local areas in New Jersey.
7. The biggest challenges to integration of Title I and Title II services are resource issues, logistical issues, and eligibility for Title I services.
8. COVID-19 has posed considerable challenges to local areas in continuing to provide integrated services. Access to technology and the skills to use it made it more difficult to move customers from one service area to another.

### ***Recommendations***

1. The New Jersey Department of Labor and Workforce Development (NJLW) should examine the quantitative data to provide evidence (or not) on workforce outcomes for those utilizing integrated services.
2. NJLW should provide support for professional development needed for local area Title I and Title II staff on use of virtual learning platforms and delivering services virtually.
3. Local areas should find ways to connect their customers to supports in the communities to help alleviate stress brought on by COVID-related challenges to learning and work.
4. The State Employment and Training Commission should consider convening a regular forum for local staff to share best practices and promote strategies on how best to integrate services, especially with limited resources.

5. Local Workforce Development Boards should increase emphasis and effort into business engagement for soliciting input into adult learning programs and for raising awareness about opportunities to collaborate for integrated learning that teaches basic skills and work readiness skills needed by local employers.

The [full PY 2019 evaluation report](#) is available on the SETC website, [njsetc.net/performance](http://njsetc.net/performance).

## **2. PY 2020 WIOA Evaluation: A Study of WIOA Title I Services and Service Delivery in PY20**

The New Jersey Department of Labor contracted with the John J. Heldrich Center for Workforce Development at Rutgers University to conduct a process evaluation study of services provided through the Workforce Innovation and Opportunity Act (WIOA) during Program Year 2020 (PY20) to fulfill New Jersey's WIOA evaluation requirement for PY20. The purpose of this process study is to broadly document the impact of the pandemic on the state's ability to provide Title I WIOA services. This study will examine WIOA Title I service for Adult, Dislocated Workers, and Youth, covering both career and training services. Researchers will aim to gain an understanding of how the transition of WIOA Title I services during the COVID-19 pandemic in PY20 took shape in local workforce areas in the state of New Jersey. Researchers will investigate the variety of interventions employed to mitigate the effects of the unprecedented levels of unemployment within the state and how local workforce areas may have adapted service provision to be virtual. The study will also examine how virtual services may have impacted overall WIOA Title I service delivery in PY20.

The findings from this process study will provide a broad picture of WIOA Title I services and service delivery in PY20, and identify modifications made to service delivery that are perceived by local area staff to have worked most efficiently and are recommended to be continued into the future as part of the WIOA Title I's efforts to continuously improve services for WIOA customers. Findings and recommendations from this study will not only help New Jersey provide better, more customer-centered services but will also help to inform the NJ Department of Labor, and local workforce areas, on how to modify typical operations to accommodate periods of disruption to traditional service delivery and/or disaster recovery and potentially where to invest future resources in a more virtual world.

Additionally, Heldrich Center researchers are utilizing the knowledge and expertise garnered from the Center's [Suddenly Virtual](#) and [Strategically Virtual](#) series to guide this study.

### **Research Questions:**

1. Who accessed WIOA Title I (Adult, Dislocated Workers, and Youth) services (Career and Training) in PY20?
2. How did local area One Stops in New Jersey adapt to providing WIOA Title I services to Adult, Dislocated Workers, and Youth customers during the July 2020-June 2021 period when it was no longer possible to implement a fully in-person mode of service delivery?
3. When reflecting on the adaptations in service delivery in PY20 for WIOA Title I services, what do local area One Stop personnel believe were the most successful and least successful service transitions to a remote/virtual mode of delivery?
4. If virtual and/or hybrid service delivery continues, what recommendations do local area One Stop personnel have about what such a hybrid mode and mix of services should ideally look like? What investments could be made to support virtual and/or hybrid service delivery?
5. What changes to processes and/or to data systems, if any, should be made to ensure that service delivery is adequately documented in a hybrid or virtual mode of service delivery?
6. What do local area One Stop personnel need to be able to adapt more quickly to a public emergency in the future? How could the state support local area personnel during a future public emergency?
7. What was the WIOA Title I customer experience like in PY20? How do customers who received WIOA Title I services feel about their experience interacting with the public workforce system?

8. How can the public workforce system, state and local, be prepared for future disruptions and/or disaster recovery?
9. Where should future investments in WIOA Title I service delivery be made?

**Methodology:**

- Review of existing WIOA documentation, materials, and data for WIOA Title I core program populations – Adult, Dislocated Workers, and Youth
- Examination of Workforce Integrated Performance System (WIPS) PY18, PY19, and PY20 customer data
- Analysis of state and local program and policy documentation of WIOA Title I services for the core program populations – Adult, Dislocated Workers, and Youth
- Administer one bifurcated survey of local area One Stop personnel to document and collect WIOA Title I service adaptations in PY20
- Structured interviews (2-3) with state-level NJDOL Workforce staff who are responsible for the implementation of WIOA Title I services
- Structured interviews with local area One Stop staff (2 interviews) at up to six (6) One Stop locations, interviewees include the following job titles - Adult & Dislocated Workers’ Services Director and Youth Services Director
- Focus groups (2) with customers who received WIOA Title I Services – (1) geared towards Adult and Dislocated Workers customers and (1) geared towards Youth customers, age 18 or older, with a maximum of 8 participants per focus group
- Analysis of state and local program and policy documentation for all (3) Title I core program populations – Adult, Dislocated Workers, and Youth
- Analysis of survey, interviews, and focus groups findings
- Analysis of PY20 outcomes data from NJDOL WIPS quarterly reports

**3. RESEA Evaluation: Impact Evaluation Study**

NJDOL is currently in the process of reviewing its current RESEA selection process. There are concerns that the current RESEA scheduling process does not maximize our ability to schedule UI claimants that need these services. NJDOL is in discussion with ETA to explore alternative methods for scheduling RESEA participants. Our regional coordinator will organize a peer meeting with a number of other states who have met their desired RESEA numbers, to understand best practices as well as possible solutions to resolve our issue. This has led to a delay in the implementation of New Jersey’s evaluation study; the original evaluation plan, as described below, may be modified to account for any changes that are made to the selection process in New Jersey.

To fulfill its evaluation obligations under the RESEA, the Heldrich Center proposes working with NJDOL to conduct an impact evaluation study. The proposal is to conduct a three-group random control trial (RCT) to assess the effects of virtual job search assistance services and text alert notification services on job seekers’ duration of unemployment and on wages after re-employment. The study will measure the overall impacts of the virtual RESEA implementation on UI duration, employment, and earnings. It will also analyze the role of different components of the program in achieving those impacts. The proposal is designed to minimize the impact to existing business processes as much as possible so NJDOL can continue to fulfill its core mission for those unemployed.

NJ has made a commitment to implement RESEA interventions and service delivery strategies that have strong evidence to support their work and to evaluate any strategies without such evidence. Effective FY 2021, NJDOL allowed NJ the flexibility to use up to 10 percent of its annual RESEA funding to conduct evaluations of these interventions and strategies. During FY 2023, NJ plans to use no less than 25 percent of its grant funds for interventions or service delivery strategies with strong causal evidence showing a demonstrated capacity to

improve employment and earnings outcomes for program participants.

### **Research Questions**

1. Does an online-based Job-Search Assistance (JSA) service involving virtual career tools as currently deployed by the State of New Jersey reduce the average duration of unemployment compensation? Did RESEA recipients have higher earnings following reemployment?
2. Does providing weekly text alerts to UI claimants (to receive updates and reminders to engage in services offered) coupled with a resume service using AI to match skills to jobs reduce the average duration of unemployment compensation? Did RESEA recipients have higher and earnings following reemployment?

### **Study Population:**

The target population for this study include those who are eligible for RESEA services in New Jersey. In other words, UI recipients with the highest profile score (a profile score over an 80% probability of exhausting benefits) are selected to receive RESEA services with the state. The following groups are excluded from the study, but will continue to have access to state services under its normal processes (if applicable):

- military and veteran customers with significant employment barriers and eligible spouses who receive priority RESEA;
- claimants coded as temporarily laid off; and
- customers who belong to a union hiring hall (NJDOL, 2020).

### **Study groups**

Three groups are proposed for this study, two “treatment” groups and one “control” group. In experimental research, the “treatment” groups receive an intervention and are compared to those not receiving an intervention in a control group. For this study:

*Treatment Group A:* This group receives RESEA services that are currently being implemented during COVID-19. This includes sending an intake letter laying out compliance activities, scheduling an intake meeting, reminder calls about the meeting, a virtual meeting with a career coach, a mandatory orientation, and a subsequent meeting.

*Treatment Group B:* Job seekers in this group will be sampled from the pool of RESEA eligible database and will receive the same services as those offered to Treatment Group A. In addition, Treatment Group B will also gain access to a virtual employment services portal and push notifications

*Control Group:* Job seekers are assigned to a no-treatment control condition for comparison purposes using administrative data. These RESEA eligible participants may and are permitted to receive the standard suite of information and services offered by the New Jersey Department of Labor and local One Stop Career Centers, should they request it. However, they are neither required nor encouraged to access any additional personal intervention or services.

## **4. SETC Performance Dashboard**

In 2017, the SETC began implementation of a dashboard to display high-level performance data to support evidence-based policy decisions. The dashboard enables the SETC members to better understand the scope of State programs and their related populations. Additionally, the dashboard helps the SETC explore data trends, highlight potential program issues, and coordinate with other State Agencies to advance New Jersey’s workforce needs. (The dashboard is publicly available on the SETC website at: [njsetc.net/njsetc/performance](https://njsetc.net/njsetc/performance).) The SETC



continues to work with NJDOL on enhancing the value of its dashboard so that it displays high-level performance data to support evidence-based, policy decision-making. At regular Commission meetings, the SETC members are given a presentation from SETC staff and NJDOL program staff, on the updated, enhanced dashboard which includes performance and demographics data from all four WIOA titles, and local area data breakdowns as well.

##### **5. RIPL engagement to build research data lake with workforce and UI dashboards.**

The Data for Opportunity in Occupational Reskilling Solution (DOORS) provides the tools that residents need to discover, train and transition into successful new careers. Under the DOORS project, Research Improving People's Lives (RIPL) will help states employ their own administrative data and put it to work for state residents.

DOORS use Artificial Intelligence (AI) and Machine Learning (ML) to identify and deliver this information to constituents, at the same time providing policy leaders real-time data insights about the effectiveness of their state's workforce development programs and policies. DOORS is powered by a secure, cloud-based Research Data Lake solution, which allows states to use modern technology, administrative data, and market data to improve workforce policy and planning. As part of DOORS, RIPL will support deploying this system for the state partners and empower them to use it and extend it to support data-driven policy going forward.

The New Jersey Department of Labor and Workforce Development (NJDOL) intends to partner with RIPL to use administrative data to reskill New Jersey jobseekers and guide policy around workforce development. To achieve this goal, RIPL and NJDOL have agreed on the following project goals:

1. Build a Research Data Lake (RDL) with data from NJDOL.
2. Build visuals and dashboards to provide real-time insights for UI policymakers using de-identified data. Power NJDOL's Tableau dashboards with data from the RDL.
3. Measure the impact and enrollment of the ROI measures and DOORS on training and build dashboards to give real-time insights into training and job matching.
4. Build visuals and dashboards for NJDOL's existing Business Intelligence efforts, providing the state with access to performance improvement plans, suspensions, etc. for regulatory purposes.
5. Build visuals and dashboards of economic market information providing the Governor's Office with real-time data insights about the effectiveness of the state's workforce development programs and policies for individuals from diverse backgrounds, as well as broader labor market information and forecasts.

##### **6. Reanalysis of the UI profiling model**

The New Jersey Department of Labor and Workforce Development (NJDOL) intends to partner with RIPL to use administrative data to reskill New Jersey jobseekers and guide policy around workforce development. RIPL will be assisting NJDOL in updating the existing Unemployment Insurance (UI) Profiling Model to improve the model's predictive performance, so that the state can more accurately identify UI claimants who are likely to exhaust benefits and need reemployment services. The model will be compliant with federal and state requirements. Specifically, the statistical model will follow the guidance of the Unemployment Insurance Program Letter No. 41-94 Section 8 and the New Jersey Admin Code § 12:17-20.4<sup>12</sup>. The statistical model will be structured to identify claimants that are:

- Likely to exhaust regular unemployment insurance (or pandemic unemployment assistance) benefits;
- Unlikely to return to their previous industry; and
- Unlikely to return to their previous occupation.

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<sup>1</sup> [https://oui.doleta.gov/dmstree/uipl/uipl94/uipl\\_4194.htm](https://oui.doleta.gov/dmstree/uipl/uipl94/uipl_4194.htm)

<sup>2</sup> <https://casetext.com/regulation/new-jersey-administrative-code/title-12-labor-and-workforce-development/chapter-17-unemployment-benefit-payments/subchapter-20-worker-profiling-and-reemployment-services>

The combination of these models will provide the New Jersey Department of Labor with individual-level scores that can be used to inform re-employment services eligibility.

### **7. Application of a new statistically adjusted quality score to ETPL training programs**

In 2019, the NJ Department of Labor set out to develop a quality assurance framework which would encourage continued improvement for low performing training programs listed on the ETPL and use its authority to remove underperforming programs from eligibility to receive federal and state funds. The primary motivating factors for NJDOL for developing the framework are

- To protect career seekers from predatory training providers which means to provide consumer protection as part of a larger state effort in a number of areas including public safety and anti-discrimination efforts.
- To improve the effectiveness and efficiency of state and federal investments in training
- To effectively and efficiently use our public workforce funds and to be able to continue to serve those who are historically underserved, underemployed and low income unemployed and make sure those funds for training programs are available and working efficiently to serve those who are most in need.
- To clearly demonstrate the value of the training programs and the training schools and promote a culture of responsibility that encourages continued improvement and quality for post-secondary programs.
- To elevate the providers and provide a system to improve their outcomes and serve the public.

To fulfill the objectives and requirements under our Data for the American Dream (D4AD) grant, NJDOL identified high priority metrics using the best available data to provide the most meaningful information to stakeholders and customers.

The quality assurance dimensions are:

- Labor Market Demand – Training Providers are required to report evidence that there are substantial job opportunities associated with the credential for a particular program and that it is an occupation listed on NJDOL demand occupation list.
- Employment and Wage Outcomes – Training providers are required to report evidence that earnings for the occupation meet a minimum living or self-sufficiency standard after earning the credential; also, the percentage of those who completed the training program that were able to obtain employment in that occupation.
- Education Outcomes – Training providers are required to report evidence that participants are successfully completing the course of study and earning the credential
- Financial Impact – Training providers are required to report evidence that the credential holder will earn a sufficient income to repay any debt acquired, and that the tuition can be repaid with a manageable share of the earnings of a professional in an occupation for which the program of study prepares the student.
- Equity – Training providers are required to report evidence in all of the above quality assurance dimensions, particularly historically underserved groups and people with other barriers to employment.

Beginning in PY22, the official scores on the scorecards will be calculated using available data that will be submitted by providers. For each indicator, we establish a performance standard based on the average of all other programs. If the program's indicator is above or within a reasonable range close to the average, the program passes on that indicator. If it is below the threshold, the program is warned that their performance on this specific indicator is problematic. If it is well below that threshold, the program is rated "on probation" on that indicator. We will work with programs who are putting in a concerted effort and trying to bring up their scores and will make every consideration for flexibility during this process.

## **8. Worker Experience Project Portfolio**

The New Jersey Data for the American Dream (NJD4AD) grant funded by Schmidt Futures ended in September 2021 and has evolved into the Worker Experience Project portfolio. NJDOL, with the NJ Office of Innovation, created the Worker Experience portfolio as projects that focus on designing digital services for New Jerseyans to access training and career information in an accessible user-friendly journey-experience, as well as generate valuable analytics. The digital tools are developed using agile development, and human centered design in all steps of the problem-solving and design process.

Within the Worker Experience portfolio are the following digital tools:

- NJ Career Central, a digital portal that launched a limited, controlled release on October 12, 2022.
- NJ Career Navigator: An AI-powered recommendation engine to help career seekers identify jobs, career changes, and training programs that maximize their economic mobility. This tool was developed by Research Improving People's Lives (RIPL) with guidance and contribution from NJDOL, Office of Innovation, and iterated with user feedback.
- NJ Training Explorer: Currently in beta release, formerly The New Jersey Data for the American Dream (D4AD) through a grant from Schmidt Futures, is an ETPL digital application and replacement for NJTOPPS that allows career seekers to explore training programs that meet their professional goals and personal requirements.

The NJ Training Explorer was developed by the NJ Office of Innovation, with guidance and contribution from NJDOL, the NJ Office of Innovation, and further iterated with user feedback. The site will be an interactive, mobile-responsive website offering data-driven advice for jobseekers and employers about training opportunities and outcomes. Future innovators in the education and training field will be able to download open data in the Credential Engine's standardized format to develop their own tools.

Two innovations distinguish New Jersey's project from similar smart disclosure tools in the education and training arena: the use of AI and machine learning to match people to training opportunities to help them achieve their goals, the incorporation of competency frameworks that help both jobseekers and employers understand the skills that are associated with a training program. The site will also incorporate consumer protection measures to ensure that individuals, employers, and the State of New Jersey make sound training investments. The site will be linked to the state's higher education, education, labor and workforce development and the Governor's websites and promoted widely. Source code will be made freely available to other states via GitHub.

## **9. Feasibility Study for an Enhanced Wage Record Pilot Program in New Jersey**

Employer wage reporting provides critical information for many government programs and generates valuable benefits beyond the administration of Unemployment Insurance (UI) and labor market statistics. Quarterly wage data are a valuable source for locating obligors and establishing child support orders and administering eligibility criteria for unemployment coverage and tax credits. While recent years have seen improvements in the coverage and timeliness of UI data, there is currently no nationwide source of uniform occupational data on all employees nor is there an integration of public and privately held data. A uniform national database would enable researchers to accurately measure employment and wages, evaluating the existing mismatch between the educational skills and the skills required in the continuously evolving labor market. This research would enable policymakers to develop evidence-based policies related to education, labor, and employment. The study is part of New Jersey's Workforce Data Quality Initiative (WDQI) grant, in which NJDOL is partnering with the Heldrich Center for Workforce Development at Rutgers, The State University of New Jersey; it will be implemented in accordance with the U.S. Chamber of Commerce Foundation's Jobs and Employment Data Exchange (JEDx) initiative.

New Jersey requires the following information be reported from all employers related to wages earned:

Employee SSN, Employee name, Gross Wages paid during the quarter, and Number of Base Weeks earned by the employee during the quarter.

The purpose of this feasibility study is to explore adding the specific data points to the information currently reported from all employers. The addition of new data points may allow the state to reduce burden by streamlining data collections into one collection. Additionally, it would allow the state to better examine policy implementation in the Unemployment Compensation program by examining equity issues, alignment in the workforce system using occupation rather than industry, and the impact of economic downturns in specific geographies or municipalities within the state.

**Efforts to coordinate projects with WIOA core programs, other state agencies, local boards:**

The above-highlighted data, research, and evaluation projects are all developed and supported in coordination with a variety of partners, including the Office of Research and Information (ORI), including specifically the Workforce Research and Analytics Unit, the Workforce Development (WFD) division, and in collaboration with other state partners, including the State Employment and Training Commission (SETC) and the Garden State Employment and Training Association (GSETA), the membership organization of New Jersey's Local Workforce Development Boards.

Key venues for collaboration include the SETC's Performance Committee and NJDOL's Evaluation Workgroup. Through these groups, program stakeholders, including state staff, the SETC and local boards, are engaged in evaluation design, implementation, dissemination and incorporation of evaluation findings and recommendations. The evaluations will use a variety of methodologies, including quantitative and qualitative techniques, and customer satisfaction; will incorporate data from NJEEDS and other sources; and will be designed to provide actionable results to inform program and policy decisions.

**List of completed evaluation and related reports and links to where made accessible to public electronically:**

All ongoing and future evaluations reports will be published on the SETC and NJDOL website, as they are completed.

- PY 2019 WIOA Evaluation: [A Process Evaluation of the Integration of Title I \(Workforce Development\) and Title II \(Adult Literacy\) Services Under the Workforce Innovation and Opportunity Act \(WIOA\) in New Jersey](#)

- SETC Dashboard: [Performance Dashboard for WIOA](#)

Publications are posted at: <https://www.nj.gov/njsetc/performance/index.html>

**State efforts to provide data, survey responses and timely site visits for Federal evaluations:**

The NJDOL Office of Internal Audit (OIA) coordinates the collection of data, survey responses, and site visits for all information requests received from the Federal Government. This includes information needed for federal evaluations, assessments, and compliance reviews. As the main contact for the Federal team, OIA will reach out to the appropriate divisions to obtain the information requested and ensures all requests for information are responded to in a timely fashion.

## **Any continuous improvement strategies utilizing results from studies and evidence-based practices evaluated:**

All workforce programs for adults, dislocated workers, and youth are subject to continuous improvement efforts. Based on recent monitoring and programmatic reviews from both federal and State staff, NJDOL has identified multiple areas that will benefit from improvement efforts, including specifically strengthening local governance structures and processes in of our Local Workforce Development Areas and the expansion of service delivery to support more individualized career support and work-based learning opportunities.

NJDOL's continuous improvement strategies are driven by the partnership between the Office of Research and Information (ORI) and Workforce Development (WFD), ensuring that we are linking what we are learning through data analysis and research, as well as through monitoring, with the on-the-ground practices in our One Stop Career Centers (OSCCs) supporting jobseekers, worker, and employers in NJ.

In addition to the multiple projects and efforts listed above that focus on evaluation and improving data collection and use, we also are supporting the development of capacity and targeting strategies within WFD to support changes in practice related to what we are learning from data and evaluation. So for example, the recent evaluation of Title II and Title I services is informing current efforts to develop stronger Memoranda of Understanding (MOUs) and Infrastructure Funding Agreements (IFAs) and ensure that these processes result in increased integration of Title II services in our OSCCs.

Overall, WFD supported continuous improvement efforts in PY21 through three primary streams of work: (1) Monitoring, (2), Technical Assistance (TA), and (3) Policy and Resource Development.

In PY21, NJDOL reorganized our teams and strengthened our capacity to better support these unique functions. Specifically, Monitoring and TA functions for our Title I programs had been carried out within the same role; in PY21 these roles were separated creating distinct Monitoring and TA teams. In addition, we continued to build capacity of our Policy unit through additional staffing to support the expansion of this unit's focus on Title I to focus on all WIOA partners and programs. In addition, a deeper focus on TA has been integrated across within WFD, including specifically teams working with Title II, Work First New Jersey and SNAP Employment and Training, and Business Services programs.

The following provides highlights from PY21 across policy, TA, and monitoring efforts:

**Policy:** In PY21, the policy team developed a number of new resources designed to support the continuous improvement of our Local Workforce Development Boards (LWDBs), including resources designed to support the expansion of assessment, supportive services, and work-based learning in particular. In addition, new data entry guidelines were released to support more nuanced data entry about services that can support stronger continuous improvement practices. Additional policy and resources supporting local governance were also released to ensure that our LWDBs have structures and processes in place at the local level that further support continuous improvement efforts. These resources include:

- **WIOA Title I Service Delivery Guide: Assessment:** This guide pulls together information from across several different NJDOL and USDOL policies to offer a clear overview of the expectations for using assessment processes to guide and support Title I participants and strengthen the quality of service and support offered. [https://www.nj.gov/labor/wioa/forms\\_pdfs/Technical%20Assistance%20Guide.pdf](https://www.nj.gov/labor/wioa/forms_pdfs/Technical%20Assistance%20Guide.pdf)
- **WIOA Title I Service Delivery Guide: Supportive Services:** This guide offers an overview of a system of supportive services that can help to support the successful outcomes of participants in Title I programs. This resource provides an overview of requirements and considerations for LWDBs. [https://www.nj.gov/labor/wioa/forms\\_pdfs/WIOATitleITechnical%20AssistanceGuide.pdf](https://www.nj.gov/labor/wioa/forms_pdfs/WIOATitleITechnical%20AssistanceGuide.pdf)

- **AOSOS Technical Guide for Title I Service Delivery:** This guide sets a clear standard of data entry for Title I programs across New Jersey. These guidelines help to support a clearer picture of engagement from the point of intake and assessment through to the achievement of outcomes. [https://www.nj.gov/labor/wioa/forms\\_pdfs/AOSOSTechnicalGuide.pdf](https://www.nj.gov/labor/wioa/forms_pdfs/AOSOSTechnicalGuide.pdf)
- **Placement, Exit and Follow Up Policy:** This policy expanded the provision of follow-up services to include all Adult, Dislocated Worker, and Youth participants, and also emphasized the critical importance of job assistance and placement supports during active enrollment – seeking a correction of practices in which local areas often exited participants at the end of training without additional supports. [https://www.nj.gov/labor/wioa/forms\\_pdfs/Exit%20and%20Follow-up%20Policy%20\(Final\).pdf](https://www.nj.gov/labor/wioa/forms_pdfs/Exit%20and%20Follow-up%20Policy%20(Final).pdf)
- **Work-Based Learning Training Series:** This five-part training series was offered to state and local stakeholders across New Jersey, offering details and information about programmatic approaches and administrative systems for supporting an expansion of work-based learning through WIOA programs. <https://www.nj.gov/labor/wioa/resources/> (Located in the Webinar Archives section)

**Technical Assistance:** Our Title I TA team was critical in providing targeted follow-up with our LWDBs to support local use of these resources and development of local strategies that strengthened practice development in these areas. Specifically, our TA team supported targeted sessions with local areas around data entry guidelines, helping to support implementation of these practices. This team also began a process of targeted and comprehensive conferences with local areas to discuss and strategize around the wide range of expectations set through NJDOL’s new resources.

**Monitoring:** NJDOL expanded our program monitoring focus in PY21, from a more explicit focus on service delivery, to the partnership and procurement practices that guide and support service delivery. In addition, our monitoring process shifted to provide more real-time feedback on monitoring assessments so that our LWDBs could adjust and make improvements more quickly. Furthermore, we released monitoring guides that offered a clear overview of the elements that this monitoring would include to our local areas in advance of our monitoring efforts.

- **Partnership Monitoring Guide:** [https://www.nj.gov/labor/wioa/forms\\_pdfs/Partnership.pdf](https://www.nj.gov/labor/wioa/forms_pdfs/Partnership.pdf)
- **Procurement Monitoring Guide:** [https://www.nj.gov/labor/wioa/forms\\_pdfs/Youth%20Services.pdf](https://www.nj.gov/labor/wioa/forms_pdfs/Youth%20Services.pdf)

In addition to these efforts, NJDOL has continued to pursue the identification and development of a new client and case management system that will better support these linkages between data and practice. As NJDOL considers new systems, this modernization process in PY21 regularly brought together stakeholders at the state and local level to discuss and identify opportunities for our case management systems to better support shared data and continuous improvement efforts across the state. Two key guiding principles that have emerged through this process are the importance of identifying and developing a system that (1) offers stronger data reports and reporting for real-time use at the state and local level, and (2) allows for uniform and nuanced data entry about services delivered across WIOA and other state workforce programs and partners.

### **State's approach to customer satisfaction:**

In PY21, NJDOL conducted an online web-based customer survey for Title I exiters who received services from the State’s One-Stop Career Centers (OSCCs), including those from satellite and County Offices throughout the State. The purpose of the survey was to gather information about customer experiences and satisfaction. Programming was written to extract email addresses from a database which were then used to send the survey request and links to launch the survey (both in English and Spanish).

Using the Survey Monkey tool, NJDOL emailed the surveys to 6,278 users of the system and received 781 (12.4 percent) survey responses. The surveys were sent in the month following an individual's planned exit date. This provided a timelier method for an individual to receive and respond to a survey. Responses were tracked monthly; monthly response rates varied from 10.2 percent to 15.7 percent.

Recipients were first asked which OSCC they contacted for workforce services. Middlesex (New Brunswick and Perth Amboy OSCCs) had the highest rate of office contacts at 12.2 percent, while Gloucester (Thorofare OSCC) had the lowest of 0.9 percent. Various demographic data were then collected and the results were graphed showing 87.8 percent of those surveyed were currently unemployed. Female respondents exceeded males at 57.1 percent compared to 42.0 percent. Nearly one-half (48.5 percent) of the respondents were in the 35-44 and 45-54 age brackets, 23.3 and 25.2 percent, respectively, while 22.2 percent of respondents were in the 55-64 age bracket. Education levels varied with high school/GED reported by the largest percentage of responses (36.7 percent), followed by some college (27.2 percent) and Bachelor's degree (18.1 percent). Respondents who indicated their race as White or Caucasian were the highest (40.6 percent), with the next highest (29.5 percent) as Black or African American. Over two-thirds (70.5 percent) indicated their ethnicity was Hispanic. When asked about their overall satisfaction with the services provided by the OSCC, a majority (81.4 percent) were either "very satisfied" or "satisfied" with the services they received. Open-ended responses were sorted by the OSCC and provided to management staff for review and use in continuous improvement. Asked if there were any service(s) and/or help that was not available, over three-quarters (79.0 percent) indicated "No" and provided many positive open-ended responses, again, shared with management staff. Over three-quarters (77.6 percent) of respondents were "very satisfied" or "satisfied" when contacting the front desk/intake area of the OSCC.

A majority of respondents (averaging 80 percent) indicated a positive experience with specific items such as: information received, services met their expectations, intent to again contact the OSCC, short wait time, useful resources, intent to recommend the OSCC to others, again contact for any other help, politeness and knowledge of staff members, participation in Job Search activities from the OSCCs, career assistance received, and participation in and/or training received.

**States should consider providing information on: Progress made in achieving the State's strategic vision and goals as described in the State's Unified or Combined State Plan, for developing its workforce and meeting employer needs in order to support economic growth and economic self-sufficiency.**

The New Jersey Combined State Plan for the WIOA 2022 Modification describes the State's strategic vision and supports Governor Murphy's Future of Work Task Force recommendation to ***Invest in Workers: Support lifelong learning and skill building to make workers resilient to the change's technology will bring.***

Within this core area, the Task Force identified the following activities:

- a. Create Lifelong Learning Accounts for all New Jerseyans and fund the accounts of low-wage workers, and encourage and provide mechanisms for employers to match funds for lifelong learning.
- b. Further develop the State's Training Explorer to help workers make informed decisions about lifelong learning and training.
- c. Encourage all employers to invest in worker training, lifelong learning, and reemployment and create financial incentives for small and medium-sized employers.
- d. Support innovation and skills collaboratives and other ongoing initiatives to align New Jersey's education and workforce systems, and align individuals' education with their desired career pathways.
- e. Continue to expand low-cost opportunities to access degree programs (including access to community colleges), career and technical education, and training, apprenticeships, and pre-apprenticeships

NJDOL prioritized efforts to support and meet employer needs in PY21 through several efforts, in particular through a focus on the expansion of work-based learning state-wide. Each Local Workforce Development Board received targeted WIOA allocations to support On-the-Job Training in PY21. This was coupled with the release of new policies focused on On-the-Job Training and Incumbent Worker Training to support our local areas in expanding these opportunities. Additionally, as highlighted above, NJDOL worked with the Garden State Employment and Training Association (GSETA) to offer a five-part training series on work-based learning, emphasizing the critical importance of developing mechanisms for serving and matching the needs of both employers and job candidates.

Additionally, our State Business Outreach Team continued to work with each Local Workforce Development Board to support systems of services for our employers that draw on WIOA and other state funding opportunities. Many Local Workforce Development Boards also made local investments in employment engagement and services staff. Overall, our system saw an expansion in employer engagement capacity in PY21. Ensuring these expansions in capacity result in better services for employer and jobseekers is a key goal in PY22.

Additionally, New Jersey continues to make performance data on workforce development programs accessible to workforce decision-makers and the public. First, the State must assess the effectiveness of State and local areas in achieving positive outcomes for individuals served by the workforce development system. Through this process NJDOL is able to:

1. Provide accountability – reports are made available to public;
2. Improve performance and establish best practices;
3. Make informed decision about resources/investments;
4. Assess problem areas and take corrective action;
5. Compare programs to one another (common measures); and
6. Gauge the effects of certain economic conditions.

NJDOL provides reports externally and internally to interested and required stakeholders through integrated reports, dashboards, and other mechanisms. Examples of reports, include but are not limited to: program expenditure, services to veterans, reemployment services, and characteristics of State UI recipients. As highlighted above, NJDOL is developing the NJ Training Explorer website (currently in beta) to modernize the existing Consumer Report Card for eligible training providers. In addition, the state's efforts to build a longitudinal data system, NJ Earnings to Education Data System (NJEEEDS) will also build NJDOL's capacity to use robust administrative data to analyze and evaluate workforce program activities, service delivery and outcomes to support data-informed decisions.

### **Progress made in implementing sector strategies and career pathways:**

Industry Partnerships (IPs), NJDOL's new model for building sector partnerships throughout the State, offers a more focused, regionally based strategy where business leaders drive the agenda. The idea of adopting the IPs model began in the third quarter of PY 2018 and officially launched in the first quarter of PY19.

Unlike traditional sector partnership models where State Agencies work in silos to satisfy the needs of business, often exhorting their own programming without business input, IPs operate differently. An ecosystem of State Agencies and regional partners (e.g., economic development, education, workforce development, community organizations) work in partnership with businesses within the same industry, in a shared labor market region, to address the overall competitive needs that business leaders identify.



Labor market data recognizes the industries of focus below as employing the most people and collectively paying the highest wages. However, other industries not listed below could emerge:

- Advanced Manufacturing
- Health care
- Construction, Utilities & Energy
- Retail
- Leisure & Hospitality
- Transportation Distribution and Logistics
- Finance and Insurance
- Technology
- Biopharma & Life Sciences

Using a combination of labor market data and input from local Workforce Development Boards, the following IPs launched during the first quarter of 2020 and the fourth quarter of 2021.

- Northern Region: Manufacturing; Health Care; Life Sciences
- Central Region: Manufacturing; Transportation, Distribution, and Logistics; Life Sciences
- Southern Region: Manufacturing and Energy

In addition, New Jersey continued to develop its Apprenticeship opportunities in PY21. Since the development of the New Jersey Apprenticeship Network, an initiative announced by Governor Murphy March of 2018, the Department has created two new flagship grant programs, Growing Apprenticeship in Nontraditional Sectors (GAINS) and Pre-Apprenticeship in Career Education (PACE), to support the development and expansion of Registered Apprenticeship (RA) programs throughout the State. In the past 4 years, NJDOL has invested over \$45 million dollars in grant funding to support the creation and development of apprenticeship and pre-apprenticeship programs.

The GAINS and PACE grants, by design, have focused on growing the apprenticeship model in the following sectors:

- Advanced Manufacturing
- Bio Pharma/Life Sciences Energy
- Utilities and Infrastructure
- Retail, Hospitality and Tourism
- Financial Services/Insurance
- Transportation, Logistics and Distribution
- Information Technology/Cyber Security
- Renewable Energy
- Healthcare
- Other Science, Technology, Engineering, and Mathematics (STEM)
- Construction & Building Trades
- Public Service

During this period, New Jersey has increased the number of Registered Apprenticeship programs in the State by 91%, more than double the number of women in RA programs and has significantly grown the numbers of these training programs in healthcare, technology, and the skilled trades.

**If the State has received a small state minimum allotment exception to decrease the minimum out-of-school youth expenditure requirement, describe how the exception has impacted services provided to both in-school youth and out-of-school youth, including specific strategies for serving each population, as well as how the state and/or local area is ensuring serving out-of-school youth remains a priority.**

This is not applicable to the State.

**Specific State performance measures or goals and progress towards meeting them:**

To reflect the strategic priorities of the State, NJDOL adopted an additional set of performance measures and applied these measures, and those required by the WIOA, to a broader number of programs. The State adopted these additional measures to address gaps in the existing data and to provide more timely information to stakeholders on the characteristics of the workforce development system's participants. The additional performance measures are as follows:

Measures for WIOA Title I and WIOA Title II

1. Number of program participants served by the program
2. Number of program participants exited from the program
3. Percentage of program participants served with barriers to employment as follows:
  - a. Disability;
  - b. Ex-offender;
  - c. No high school diploma;
  - d. Previously or currently in foster care;
  - e. Homeless;
  - f. Limited English Proficiency or Low-Level Literacy;
  - g. Long-Term Unemployed (continuously unemployed for at least 12 consecutive months; and
  - h. Public Assistance customer.
4. Percentage of program participants responding to survey who are satisfied with their training/counseling after exiting from the program.

With regard to these measures for Titles I and II, the state continues to collect baseline data in an effort to examine yearly changes and make comparisons across program years. For WorkFirst New Jersey (WFNJ) customers, NJDOL needs to initiate talks with NJ Department of Human Services (NJ DHS) to explore ways for further data collection in support of performance measurement, either through NJ DHS joining the state longitudinal data system or through a bilateral data sharing agreement.

**Performance deficiencies on the primary indicators of performance, which may include descriptions of any factors impacting performance.**

The State formally began the transition to the WIOA on July 1, 2016. In preparation for the transition, NJDOL sought to determine performance measures and sustainability issues relevant to local areas, NJDOL, USDOL, USDOE and other stakeholders. This process presented several challenges for the State's performance accountability system, but also provided several opportunities for our workforce development system overall. The challenges include the necessity to incorporate new and revised performance measures, and to update systems of record to comply with WIOA. In addition, testing new systems requires time and effort and requires changes in business processes, as well as related business requirements. The opportunities provided by WIOA

included the ability to set baseline targets for programs, enhance the functionality of data systems, clean up old data, and create better service models.

NJDOL is in the process of developing its local statistical adjustment model (SAM) for use with local area target development and assessments of local area performance. As with USDOL's assessments of state performance, NJDOL will consider the flexibility allowed under WIOA law and regulations when providing assessments of local area performance, especially related to the impacts of the COVID pandemic.

**The State's common exit policy, including which ETA-funded partner programs are included in the State's common exit policy:**

Programs that utilize the America's One-Stop Operating System (AOSOS) share a common exit policy. In addition to all state-funded programs, this includes the following federal programs: Title I Adult, Dislocated Worker and Youth, Wagner- Peyser Employment Service, and Jobs for Veterans State Grant.

**Negotiated performance levels for local areas for titles I and III core programs for PY21:**

New Jersey's performance in PY 2021 resulted in several clear trends:

***As in PY 2020, the Adult measures showed a wide variation between Employment Rate 2<sup>nd</sup> Quarter after Exit (EQ2) and Employment Rate 4<sup>th</sup> Quarter after Exit (EQ4):***

- The State met its negotiated performance target for Adult Employment Rate 2<sup>nd</sup> Quarter after Exit (EQ2), achieving 96.9 percent of the goal. Among the local areas, eight (8) exceeded, three (3) met, and seven (7) did not meet the negotiated targets.
- The State did not meet its target for Adult Employment Rate 4<sup>th</sup> Quarter after Exit (EQ4), achieving 83.9 percent of the target. Of the local areas, eight (8) met, and ten (10) did not meet the negotiated targets for the measure.

***In the Dislocated Worker (DW) category, the State showed fairly low performance in both the Employment Rate 2<sup>nd</sup> Quarter after Exit (EQ2) and Employment Rate 4<sup>th</sup> Quarter after Exit (EQ4) measures.***

- The State did not meet its target for EQ2, achieving 72.4 percent of the target. Among the local areas, three (3) exceeded, three (3) met and twelve (12) did not meet the targets for DW EQ2.
- The State did not meet its target for EQ4, achieving 76.7 percent. Among local areas, five (5) exceeded, two (2) met and eleven (11) did not meet their targets.

***Both the Youth Employment/Education Rate 2<sup>nd</sup> Quarter after Exit (EEQ2) and Youth Employment/Education Rate 4<sup>th</sup> Quarter after Exit (EEQ4) measures showed positive results.***

- The State exceeded its target for Youth EEQ2, achieving 120.9 percent of the target. Fourteen (14) local areas exceeded, one (1) local areas met, and three (3) local areas did not meet their targets.
- For the Youth EEQ4 measure, the State exceeded its target, achieving 123.5 percent. Of the local areas, fifteen (15) exceeded, one (1) met, and two (2) did not meet their negotiated targets.

***Wagner-Peyser (WP) Employment Rate measures resulted in the most non-met employment-related performance measures in PY 2021.***

- The State did not meet its target for Wagner-Peyser Employment Rate (EQ2) with 82.6 percent

achievement. For Employment Rate (EQ4), it also did not meet its target, achieving 80.5 percent.

- Among local areas for Wagner-Peyser EQ2, one (1) exceeded their target and seventeen (17) did not meet their targets. For EQ4, only one (1) local area met their target and seventeen (17) did not meet the performance targets.

***The Credential Attainment Rate measures resulted in fairly high performance across areas.***

- The State exceeded its performance targets for Adult and Dislocated Worker Credential Attainment with 99.4 percent and 93.3 percent achieved respectively. However, the Youth Credential Attainment rate was not met, with 82.7 percent of the target achieved.
- Among local areas, twelve (12) exceeded and six (6) did not meet the targets for Adult Credential Attainment.
- For Dislocated Workers, nine (9) exceeded, three (3) met, and six (6) did not meet the Credential Attainment targets.
- For the Youth Credential Attainment measure, seven (7) local areas exceeded, one (1) met, and ten (10) did not meet the targets.

***The Median Earnings measures for all populations showed high achievement across the state and most local areas.***

- The State exceeded its targets for the Adult, Dislocated Worker and Youth measures, achieving 115.3 percent, 121.0 percent, and 137.5 percent of its targets, respectively. For the Wagner-Peyser Median Earnings measure, the State also exceeded its target, achieving 133.5 percent of its target.
- Eleven (11) local areas exceeded, two (2) met, and five (5) did not meet the performance targets for Adult Median Earnings. Dislocated Worker Median Earnings saw thirteen (13) exceeding, one (1) meeting, and four (4) not meeting the targets. For Youth Median Earnings, sixteen (16) local areas exceeded, one (1) met and one (1) did not meet their performance targets. For Wagner-Peyser Median Earnings, seventeen (17) local areas exceeded and one (1) met the negotiated targets.

***For Measurable Skills Gain Measures, the state and local areas exceeded the performance targets; these targets were set using baseline data for this new measure.***

- The State exceeded the performance targets for Adult, Dislocated Worker, and Youth, achieving 178.0 percent, 205.9 percent, and 184.4 percent respectively.
- All local areas exceeded the Adult and Dislocated Worker Measurable Skills Gains performance targets. For Youth Measurable Skills Gains, sixteen (16) areas exceeded and two (2) did not meet the negotiated targets.

NJDOL is still within the WIOA transition period, which directly affects the accuracy and completeness of PY 2021 outcome data. NJDOL is working diligently to bring AOSOS into full technical compliance with WIOA and USDOL reporting mechanisms. Software errors are reported to our case management vendor and USDOL, as needed, for corrective action. These activities will continue into the foreseeable future. The State will continue to analyze and revise performance outcomes, as needed, to provide the most accurate performance information to our employment and training partners.

**The State's approach to data validation and ensuring data integrity, including a description of the methodology of any validation activities that occurred:**

NJDOL, as a grantee receiving funding under the USDOL Employment and Training Administration, is required to

validate report and participant record data. NJDOL has an established Data Validation Unit (DVU) assigned to the Division of Workforce Research & Analytics. The DVU is primarily responsible for assuring the integrity of the State's WIOA Titles I & III, Trade Act (TA), Senior Community Service Employment Program (SCSEP), and UI program reports in accordance with Federal and State law and regulations. Title II report and data element validation is conducted annually by DVU in concert with Title II staff. Title IV staff is responsible for validating their required reports.

The DVU conducts a variety of WIOA data validation (DV) activities within specific time-frames (quarterly, and annually). This DV effort is designed and serves to strengthen the workforce system by ensuring that accurate and reliable information on program activities and outcomes is produced.

Report validation relies on edit checks to verify accuracy of the state calculations used to generate the DOL and ED quarterly and annual performance reports as submitted through the Workforce Integrated Performance System (WIPS), the annual Title II report as submitted through the National Reporting System for Adult Education (NRS), and the quarterly Rehabilitation Services Administration (RSA) 911 report as submitted through the AWARE management information system to RSA. Title I and III edit check errors are evaluated by both DVU and the Reporting Unit. System anomalies are reported to our vendor (Navisite) for resolution and tracked by the reporting unit.

Data Element Validation checks the integrity of individual records in accordance with TEGL 7-18 and TEGL 23-19 as appropriate. A sampling methodology has been developed for Titles I & III to evaluate annual reported values of the 24 core elements against actual activities. This entails retrieving extracts from the WIPS for dates corresponding to the core performance measures of the annual report (ETA 9169) for each Title I funding stream and Title III. The files are then randomized and sample chosen for evaluation. A minimum of 10 records for each of our 18 local areas for each core performance measure are evaluated. The evaluation includes annual desk audits and annual local area file review. Quarterly activities include evaluation and correction of WIPS edit check errors and analysis of failing measures in the USDOL Quarterly Report Analysis (QRA).

DV Result Summary Reports are issued to program management and local area offices at the completion of each DV program monitoring to maintain quality/effectiveness, in accordance with Federal and State law and regulations. Case management system errors are reported to our system vendor (Navisite) and tracked by the reporting unit. Local area corrective actions are issued and tracked by DVU in conjunction with our Workforce Monitoring partners. Local area training and technical assistance is conducted by DVU and Monitoring.

A system for validating Title IV ETA-9169 submission of the 24 core elements is in progress under the direction of Title IV staff. The DVU, in conjunction with Title II staff and their case management system vendor, LiteracyPro, have developed tables to allow the extraction of individual reported records against the 24 core elements. All policies and procedures for DV operations are stored in a shared-drive folder accessible to the DVU staff for guidance/reference purposes. Additionally, the DVU uses Standard Operating Procedures (SOPs) for all DV programs, including those specifically for the WIOA program. A set of DV Best Practices was also developed for the DVU staff.

**Activities provided through Rapid Response and how those activities have directly or indirectly impacted performance:**

NJDOL has focused Rapid response activities and layoff aversion, which may include:

- Data on number of companies served and number of individuals served;

- Discussion of strategies for linking Rapid Response recipients to American Job Centers and processes for intake or co-enrollment in the Trade Act Assistance and the DW programs;
- Discussion of layoff aversion strategies, including any metrics/outcomes developed and/or tracked by the State with respect to layoff aversion, such as return on investment or measures showing the economic benefits of Rapid Response and layoff aversion;
- Discussion of how Rapid Response and layoff aversion activities are aligned with business engagement, sector strategy, and career pathway efforts, which may include a discussion of any systems, tools, networks or approaches designed to identify companies in distress and strategies to deliver necessary solutions as early as possible, as well as outcomes of the use of such systems or tools;
- Discussion of specific types of services or workshops provided to both companies and affected workers; and
- Activities provided under the Wagner-Peyser Act Employment Service section 7(b) (e.g., services to groups with special needs or extra costs of exemplary models for delivering services).

***Rapid Response Employers Served from FY 2017-Present***

PY	Total Employers Served
2019	115
2020	108
2021	98

***Rapid Response Individuals Served from FY 2017-Present***

PY	Total Individuals Served
2019	119,585
2020	41,421
2021	4,600

***Strategies for linking Rapid Response recipients to AJC's include the following;***

Upon receipt of a notice of closure (WARN Act notice filing) the NJDOL Rapid Response Team, located in the NJDOL Central Office, works with the impacted company to identify lead time for when a shut-down /closure will take place. The immediate focus is to set up onsite visits with the employer, meet with the impacted employees, and discuss in a presentation format the UI process and system benefits. The Rapid Response team also markets the services of the OSCCs and helps impacted workers identify their nearest OSCC.

This presentation, intended for all impacted employees, begins the process of capturing personal data of the employees on paper which is then later data-entered into AOSOS. This allows for the client profile to be captured before the client engages with the OSCC and/or the UI system.

If it is known or speculated that the shut-down / closure is in anyway related to eligibility criteria identified in the Trade Act, the Trade Act Unit joins the Rapid Response team to deliver a joint presentation and begin the process of identifying appropriate Trade Act services. This information is then virtually handed-off to our partners at the local OSCCs as the profile information and eligibility criteria is now available prior to services being taken up.

***Layoff Aversion Strategies – including any metric / outcomes:***

In January of 2014, the State signed into law the “Shared Work Program.” Employers with ten (10) or more employees who wish to hold onto trained employees during a disruption of work period may apply to the UI Division of Employer Accounts (EA) to offer such a program. While this program is marketed on NJDOL’s website, as well as by NJDOL’s Business Services staff, the process for application and approval rests with UI’s EA Unit.

The Business Services staff’s collective experience as marketers suggests that the program is still rather new and most employers are unaware of it. Additionally, when making closure decisions, employers are not thinking about a “prevent strategy” for employees; they are more focused on the business product, customers, etc. UI’s EA can speak to the number of applicants who were successful and the length of time from application to approval.

***Rapid Response and Layoff Aversion activities alignment with; Business Engagement, Sector Strategies, Career Pathways, etc.***

NJDOL’s Rapid Response team, which is comprised of Business Services staff, focus efforts on marketing of system services and effective customer routing. The Rapid Response team manage client expectations which often includes correcting any negative perceptions an impacted party may be concerned about and ensuring productive routing by connecting customers to locations whereby they can receive needed services to get back to work as soon as possible.

During every Rapid Response presentation, NJDOL’s Business Services staff are equally focused on both the UI process as well as how the OSCCs can assist in reconnecting an impacted person to the future workforce. This includes brief explanations of basic services, training services, and other NJDOL efforts on engaging the workforce through sector strategies and career pathway opportunities. This is done in very brief sessions as the focus is on customer understanding of the process and where to go for more information.

NJDOL Rapid Response staff are able to make this a very real discussion because the same staff who are out talking to businesses everyday about hiring needs and discussing how NJDOL can help the business grow, are sent to deliver the Rapid Response presentations. Further, the Business Services staff work out of the OSCCs where most impacted customers will be routed; and as a result, they can speak to the local hiring needs of companies, by sector, in real time. Additionally, where possible, the Business Services staff will coordinate job fairs for the impacted employees or make direct referrals to hiring companies to interview impacted workers.

***Discussion of specific types of services or workshops provided to both companies and affected workers.***

NJDOL’s Business Services staff is embedded within every local OSCC and can speak to the current hiring need conditions. NJDOL markets the services of the system to every employer and understands the growth sectors within local vicinages. By extension, the Business Services staff can equally share this information with companies and workers impacted by layoffs once a final decision has been made. Services are more focused on marketing and answering questions, but direct connection to Layoff Aversion opportunities for businesses or OSCCs where services can be provided to impacted workers is a standard practice. (For more detail, see the previously provided answer.)

**Any National Dislocated Worker Grants (DWGs) awarded to or within the State and how those funds are coordinated with State rapid response activities and dislocated worker programs, as well as how the DWGs fit in with State co- enrollment policies and disaster/emergency management activities, as applicable.**

In 2019, the Governor allocated \$5 million to NJDOL to help mitigate New Jersey's opioid epidemic. NJDOL used this funding to create the Pathways to Recovery Initiative to provide support and training to eligible participants who have become separated from employment due to the opioid crisis. The main goal of this program is to promote successful and sustainable reentry into the workforce. Through state funding, the program was launched in the following 6 counties: Atlantic, Camden, Essex, Middlesex, Monmouth and Ocean.

Due to this program's demonstrated success, USDOL awarded NJDOL \$9 million to expand its Pathways to Recovery Initiative in an effort to: Increase unsubsidized employment and retention opportunities for opioid use disorder (OUD) impacted individuals; provide training to participants; engage employers to increase unsubsidized employment opportunities to mitigate the crisis; and promote participant retention and sobriety. In 2020, federal funding was utilized to ensure continuation of the program in Atlantic, Camden, Essex, Middlesex, Monmouth and Ocean counties and expand the program into the following 3 counties: Hudson, Passaic and Union.

In 2021 and 2022 the Governor awarded NJDOL \$10 million to continue and expand the Pathways to Recovery Initiative statewide. Since its inception, Pathways to Recovery has served 2,303 workers in which 1,668 have been trained and 1,098 have been placed into employment. The program has shown continued success in transitioning participants into training, employment, and retention resulting in participants obtaining sobriety and self-sufficiency.

Pathways to Recovery participants must provide documentation to establish WIOA Dislocated Worker (DW) eligibility within 30 days of program enrollment. The One-Stop Career Centers enroll participants in AOSOS as WIOA DW upon confirming eligibility. Pathways to recovery participants are co-enrolled in WIOA DW programs/services and are provided training, career services and supportive services based on their Individual Employment Plans.

**Any TA needs of the State workforce system:**

- Additional TA to improve the tools used in program monitoring;
- Additional TA to support Local Workforce Development Boards in developing systems of monitoring locally;
- Improving program evaluation and real-time monitoring tools;
- Implementing and maintaining employer-driven partnerships;
- Designing effective out-of-school youth programs;
- Expansion of co-enrollment strategies across WIOA programs and partners – specific focus on DVRS, WFNJ, Title I, Title II, and Wagner Peyser;
- Developing MOUs and IFAs that integrate service delivery across WIOA programs and partners

**Promising practices, lessons learned, and success stories that focus on serving employers, communities, and individuals with barriers to employment:**

During PY21, NJDOL targeted efforts to expand the range of individualized career services and training services in which participants engaged across our Local Workforce Development Areas. We focused efforts on increasing knowledge and capacity related to supportive services, work-based learning, and individualized career counseling opportunities. We recognize the expansion of services as critical to meeting the need of diverse constituencies in New Jersey and see this expansion as particularly relevant as our systems adjust to



the needs and shifts brought on by the pandemic. In PY21, these shifts included the need to respond to a tighter labor market, the shifting interests of workers, as well as addressing impacts of covid on childcare, mental health, and digital access in particular.

During PY21, NJDOL released a number of new resources that emphasized the importance of expanding and recording information about expanded services. These resources included information related to assessment, supportive services, follow-up services, and work-based learning and are highlighted in the continuous improvement section above.

In addition, in PY21 we developed a new Learning Management System for centralizing these resources and others for staff working in our local areas. The LMS soft launched early in PY22 and will serve as a central hub for offering information and resources regarding promising practices in New Jersey and across the country.

Furthermore, in PY21, we strengthened our relationship with the Garden State Employment and Training Association (GSETA) which serves as the membership organization for our Local Workforce Development Areas. Our five-part work-based learning training series was developed in partnership with GSETA, facilitating great opportunity to draw on the promising practices of New Jersey's local workforce systems as part of this training. The sessions highlighted and integrated specific examples of promising practice in these training.

In addition to the development of these resources, we also strengthened our Technical Assistance supports by providing access of each of our Local Workforce Development Areas (LWDAs) to dedicated Technical Assistance (TA) liaisons. This team helps to support stronger on-the-ground understanding of work and practices across our local areas.

In PY22, we are continuing to build on the development of these resources and relationships to further strengthening access to and dissemination of promising practices, as it relates to jobseekers, workers, and employers.

**Strategies/policies relating to Pay-for-Performance contracting:**

Neither the State or any local WDB area is using pay-for-performance strategies. The State is considering conducting a feasibility study to determine if pay-for-performance contracting would be an effective strategy for serving individuals with barriers to employment.

**Appendix 1: Local Area Performance Targets for PY20 and PY21**

<b>Atlantic County Workforce Area</b>		
<b>Adults</b>	<b>PY 2020 Targets</b>	<b>PY 2021 Targets</b>
Employment Rate 2 <sup>nd</sup> Quarter After Exit	66.2%	67.2%
Employment Rate 4 <sup>th</sup> Quarter After Exit	70.0%	71.0%
Credential Attainment 4 <sup>th</sup> Quarter After Exit	59.5%	60.5%
Median Earnings 2 <sup>nd</sup> Quarter After Exit	\$5,688	\$5,799
<b>Dislocated Workers</b>	<b>PY 2020 Targets</b>	<b>PY 2021 Targets</b>
Employment Rate 2 <sup>nd</sup> Quarter After Exit	64.1%	65.1%
Employment Rate 4 <sup>th</sup> Quarter After Exit	70.1%	70.1%
Credential Attainment 4 <sup>th</sup> Quarter After Exit	67.1%	68.1%
Median Earnings 2 <sup>nd</sup> Quarter After Exit	\$7,107	\$7,258
<b>Youth</b>	<b>PY 2020 Targets</b>	<b>PY 2021 Targets</b>
Employment Rate 2 <sup>nd</sup> Quarter After Exit	71.2%	72.2%
Employment Rate 4 <sup>th</sup> Quarter After Exit	60.1%	70.0%
Credential Attainment 4 <sup>th</sup> Quarter After Exit	50.0%	51.0%
Median Earnings 2 <sup>nd</sup> Quarter After Exit	\$2,306	\$2,352
<b>Wagner-Peyser</b>	<b>PY 2020 Targets</b>	<b>PY 2021 Targets</b>
Employment Rate 2 <sup>nd</sup> Quarter After Exit	52.6%	52.6%
Employment Rate 4 <sup>th</sup> Quarter After Exit	56.4%	57.4%
Median Earnings 2 <sup>nd</sup> Quarter After Exit	\$5,616	\$5,726
<b>Bergen County Workforce Area</b>		
<b>Adults</b>	<b>PY 2020 Targets</b>	<b>PY 2021 Targets</b>
Employment Rate 2 <sup>nd</sup> Quarter After Exit	72.0%	73.0%
Employment Rate 4 <sup>th</sup> Quarter After Exit	70.0%	71.0%
Credential Attainment 4 <sup>th</sup> Quarter After Exit	59.5%	60.5%
Median Earnings 2 <sup>nd</sup> Quarter After Exit	\$5,438	\$5,549
<b>Dislocated Workers</b>	<b>PY 2020 Targets</b>	<b>PY 2021 Targets</b>
Employment Rate 2 <sup>nd</sup> Quarter After Exit	71.3%	72.3%
Employment Rate 4 <sup>th</sup> Quarter After Exit	64.8%	64.8%
Credential Attainment 4 <sup>th</sup> Quarter After Exit	67.1%	68.1%
Median Earnings 2 <sup>nd</sup> Quarter After Exit	\$8,255	\$8,406
<b>Youth</b>	<b>PY 2020 Targets</b>	<b>PY 2021 Targets</b>
Employment Rate 2 <sup>nd</sup> Quarter After Exit	65.5%	66.5%
Employment Rate 4 <sup>th</sup> Quarter After Exit	56.5%	57.4%
Credential Attainment 4 <sup>th</sup> Quarter After Exit	50.0%	51.0%
Median Earnings 2 <sup>nd</sup> Quarter After Exit	\$2,306	\$2,352
<b>Wagner-Peyser</b>	<b>PY 2020 Targets</b>	<b>PY 2021 Targets</b>
Employment Rate 2 <sup>nd</sup> Quarter After Exit	54.8%	54.8%

**Appendix 1: Local Area Performance Targets for PY20 and PY21**

Employment Rate 4 <sup>th</sup> Quarter After Exit	55.1%	56.1%
Median Earnings 2 <sup>nd</sup> Quarter After Exit	\$5,932	\$6,042
<b>Burlington County Workforce Area</b>		
<b>Adults</b>	<b>PY 2020 Targets</b>	<b>PY 2021 Targets</b>
Employment Rate 2 <sup>nd</sup> Quarter After Exit	63.0%	64.0%
Employment Rate 4 <sup>th</sup> Quarter After Exit	70.8%	71.8%
Credential Attainment 4 <sup>th</sup> Quarter After Exit	59.5%	60.5%
Median Earnings 2 <sup>nd</sup> Quarter After Exit	\$6,249	\$6,360
<b>Dislocated Workers</b>	<b>PY 2020 Targets</b>	<b>PY 2021 Targets</b>
Employment Rate 2 <sup>nd</sup> Quarter After Exit	65.3%	66.3%
Employment Rate 4 <sup>th</sup> Quarter After Exit	58.1%	58.1%
Credential Attainment 4 <sup>th</sup> Quarter After Exit	67.1%	68.1%
Median Earnings 2 <sup>nd</sup> Quarter After Exit	\$8,255	\$8,406
<b>Youth</b>	<b>PY 2020 Targets</b>	<b>PY 2021 Targets</b>
Employment Rate 2 <sup>nd</sup> Quarter After Exit	63.5%	64.5%
Employment Rate 4 <sup>th</sup> Quarter After Exit	42.6%	43.5%
Credential Attainment 4 <sup>th</sup> Quarter After Exit	50.0%	51.0%
Median Earnings 2 <sup>nd</sup> Quarter After Exit	\$2,306	\$2,352
<b>Wagner-Peyser</b>	<b>PY 2020 Targets</b>	<b>PY 2021 Targets</b>
Employment Rate 2 <sup>nd</sup> Quarter After Exit	53.5%	53.5%
Employment Rate 4 <sup>th</sup> Quarter After Exit	56.2%	57.2%
Median Earnings 2 <sup>nd</sup> Quarter After Exit	\$6,090	\$6,200
<b>Camden County Workforce Area</b>		
<b>Adults</b>	<b>PY 2020 Targets</b>	<b>PY 2021 Targets</b>
Employment Rate 2 <sup>nd</sup> Quarter After Exit	66.5%	67.5%
Employment Rate 4 <sup>th</sup> Quarter After Exit	71.6%	72.6%
Credential Attainment 4 <sup>th</sup> Quarter After Exit	59.5%	60.5%
Median Earnings 2 <sup>nd</sup> Quarter After Exit	\$5,089	\$5,200
<b>Dislocated Workers</b>	<b>PY 2020 Targets</b>	<b>PY 2021 Targets</b>
Employment Rate 2 <sup>nd</sup> Quarter After Exit	70.1%	71.1%
Employment Rate 4 <sup>th</sup> Quarter After Exit	67.6%	67.6%
Credential Attainment 4 <sup>th</sup> Quarter After Exit	67.1%	68.1%
Median Earnings 2 <sup>nd</sup> Quarter After Exit	\$8,255	\$8,406
<b>Youth</b>	<b>PY 2020 Targets</b>	<b>PY 2021 Targets</b>
Employment Rate 2 <sup>nd</sup> Quarter After Exit	66.1%	67.1%
Employment Rate 4 <sup>th</sup> Quarter After Exit	55.1%	56.0%
Credential Attainment 4 <sup>th</sup> Quarter After Exit	50.0%	51.0%
Median Earnings 2 <sup>nd</sup> Quarter After Exit	\$2,306	\$2,352

**Appendix 1: Local Area Performance Targets for PY20 and PY21**

<b>Wagner-Peyser</b>	<b>PY 2020 Targets</b>	<b>PY 2021 Targets</b>
Employment Rate 2 <sup>nd</sup> Quarter After Exit	55.2%	55.2%
Employment Rate 4 <sup>th</sup> Quarter After Exit	54.7%	55.7%
Median Earnings 2 <sup>nd</sup> Quarter After Exit	\$5,936	\$6,046
<b>Cumberland-Salem-Cape May Counties Workforce Area</b>		
<b>Adults</b>	<b>PY 2020 Targets</b>	<b>PY 2021 Targets</b>
Employment Rate 2 <sup>nd</sup> Quarter After Exit	72.6%	73.6%
Employment Rate 4 <sup>th</sup> Quarter After Exit	77.3%	78.3%
Credential Attainment 4 <sup>th</sup> Quarter After Exit	59.5%	60.5%
Median Earnings 2 <sup>nd</sup> Quarter After Exit	\$6,132	\$6,243
<b>Dislocated Workers</b>	<b>PY 2020 Targets</b>	<b>PY 2021 Targets</b>
Employment Rate 2 <sup>nd</sup> Quarter After Exit	57.4%	58.4%
Employment Rate 4 <sup>th</sup> Quarter After Exit	65.6%	65.6%
Credential Attainment 4 <sup>th</sup> Quarter After Exit	67.1%	68.1%
Median Earnings 2 <sup>nd</sup> Quarter After Exit	\$8,255	\$8,406
<b>Youth</b>	<b>PY 2020 Targets</b>	<b>PY 2021 Targets</b>
Employment Rate 2 <sup>nd</sup> Quarter After Exit	58.7%	59.7%
Employment Rate 4 <sup>th</sup> Quarter After Exit	60.1%	61.0%
Credential Attainment 4 <sup>th</sup> Quarter After Exit	50.0%	51.0%
Median Earnings 2 <sup>nd</sup> Quarter After Exit	\$2,306	\$2,352
<b>Wagner-Peyser</b>	<b>PY 2020 Targets</b>	<b>PY 2021 Targets</b>
Employment Rate 2 <sup>nd</sup> Quarter After Exit	56.7%	56.7%
Employment Rate 4 <sup>th</sup> Quarter After Exit	57.7%	58.7%
Median Earnings 2 <sup>nd</sup> Quarter After Exit	\$5,728	\$5,838
<b>Essex County Workforce Area</b>		
<b>Adults</b>	<b>PY 2020 Targets</b>	<b>PY 2021 Targets</b>
Employment Rate 2 <sup>nd</sup> Quarter After Exit	60.0%	61.0%
Employment Rate 4 <sup>th</sup> Quarter After Exit	66.4%	67.4%
Credential Attainment 4 <sup>th</sup> Quarter After Exit	59.5%	60.5%
Median Earnings 2 <sup>nd</sup> Quarter After Exit	\$5,904	\$6,015
<b>Dislocated Workers</b>	<b>PY 2020 Targets</b>	<b>PY 2021 Targets</b>
Employment Rate 2 <sup>nd</sup> Quarter After Exit	64.1%	65.1%
Employment Rate 4 <sup>th</sup> Quarter After Exit	69.5%	69.5%
Credential Attainment 4 <sup>th</sup> Quarter After Exit	67.1%	68.1%
Median Earnings 2 <sup>nd</sup> Quarter After Exit	\$8,255	\$8,406
<b>Youth</b>	<b>PY 2020 Targets</b>	<b>PY 2021 Targets</b>
Employment Rate 2 <sup>nd</sup> Quarter After Exit	58.8%	59.8%
Employment Rate 4 <sup>th</sup> Quarter After Exit	56.5%	57.4%

**Appendix 1: Local Area Performance Targets for PY20 and PY21**

Credential Attainment 4 <sup>th</sup> Quarter After Exit	50.0%	51.0%
Median Earnings 2 <sup>nd</sup> Quarter After Exit	\$2,306	\$2,352
<b>Wagner-Peyser</b>	<b>PY 2020 Targets</b>	<b>PY 2021 Targets</b>
Employment Rate 2 <sup>nd</sup> Quarter After Exit	56.8%	56.8%
Employment Rate 4 <sup>th</sup> Quarter After Exit	56.9%	57.9%
Median Earnings 2 <sup>nd</sup> Quarter After Exit	\$6,118	\$6,228
<b>Gloucester County Workforce Area</b>		
<b>Adults</b>	<b>PY 2020 Targets</b>	<b>PY 2021 Targets</b>
Employment Rate 2 <sup>nd</sup> Quarter After Exit	62.3%	63.3%
Employment Rate 4 <sup>th</sup> Quarter After Exit	70.5%	71.5%
Credential Attainment 4 <sup>th</sup> Quarter After Exit	59.5%	60.5%
Median Earnings 2 <sup>nd</sup> Quarter After Exit	\$6,243	\$6,354
<b>Dislocated Workers</b>	<b>PY 2020 Targets</b>	<b>PY 2021 Targets</b>
Employment Rate 2 <sup>nd</sup> Quarter After Exit	57.2%	58.2%
Employment Rate 4 <sup>th</sup> Quarter After Exit	57.0%	57.0%
Credential Attainment 4 <sup>th</sup> Quarter After Exit	67.1%	68.1%
Median Earnings 2 <sup>nd</sup> Quarter After Exit	\$8,255	\$8,406
<b>Youth</b>	<b>PY 2020 Targets</b>	<b>PY 2021 Targets</b>
Employment Rate 2 <sup>nd</sup> Quarter After Exit	71.1%	72.1%
Employment Rate 4 <sup>th</sup> Quarter After Exit	57.8%	58.7%
Credential Attainment 4 <sup>th</sup> Quarter After Exit	50.0%	51.0%
Median Earnings 2 <sup>nd</sup> Quarter After Exit	\$2,306	\$2,352
<b>Wagner-Peyser</b>	<b>PY 2020 Targets</b>	<b>PY 2021 Targets</b>
Employment Rate 2 <sup>nd</sup> Quarter After Exit	52.2%	52.2%
Employment Rate 4 <sup>th</sup> Quarter After Exit	53.7%	54.7%
Median Earnings 2 <sup>nd</sup> Quarter After Exit	\$6,315	\$6,425
<b>Greater Raritan Workforce Area</b>		
<b>Adults</b>	<b>PY 2020 Targets</b>	<b>PY 2021 Targets</b>
Employment Rate 2 <sup>nd</sup> Quarter After Exit	55.5%	56.5%
Employment Rate 4 <sup>th</sup> Quarter After Exit	62.6%	63.6%
Credential Attainment 4 <sup>th</sup> Quarter After Exit	59.5%	60.5%
Median Earnings 2 <sup>nd</sup> Quarter After Exit	\$4,549	\$4,660
<b>Dislocated Workers</b>	<b>PY 2020 Targets</b>	<b>PY 2021 Targets</b>
Employment Rate 2 <sup>nd</sup> Quarter After Exit	58.7%	59.7%
Employment Rate 4 <sup>th</sup> Quarter After Exit	57.8%	57.8%
Credential Attainment 4 <sup>th</sup> Quarter After Exit	67.1%	68.1%
Median Earnings 2 <sup>nd</sup> Quarter After Exit	\$8,255	\$8,406
<b>Youth</b>	<b>PY 2020 Targets</b>	<b>PY 2021 Targets</b>

**Appendix 1: Local Area Performance Targets for PY20 and PY21**

Employment Rate 2 <sup>nd</sup> Quarter After Exit	52.9%	53.9%
Employment Rate 4 <sup>th</sup> Quarter After Exit	54.1%	55.0%
Credential Attainment 4 <sup>th</sup> Quarter After Exit	50.0%	51.0%
Median Earnings 2nd Quarter After Exit	\$2,306	\$2,352
<b>Wagner-Peyser</b>	<b>PY 2020 Targets</b>	<b>PY 2021 Targets</b>
Employment Rate 2 <sup>nd</sup> Quarter After Exit	54.9%	54.9%
Employment Rate 4 <sup>th</sup> Quarter After Exit	56.9%	57.9%
Median Earnings 2 <sup>nd</sup> Quarter After Exit	\$6,518	\$6,628
<b>Hudson County Workforce Area</b>		
<b>Adults</b>	<b>PY 2020 Targets</b>	<b>PY 2021 Targets</b>
Employment Rate 2 <sup>nd</sup> Quarter After Exit	65.3%	66.3%
Employment Rate 4 <sup>th</sup> Quarter After Exit	63.7%	64.7%
Credential Attainment 4 <sup>th</sup> Quarter After Exit	59.5%	60.5%
Median Earnings 2 <sup>nd</sup> Quarter After Exit	\$6,050	\$6,161
<b>Dislocated Workers</b>	<b>PY 2020 Targets</b>	<b>PY 2021 Targets</b>
Employment Rate 2 <sup>nd</sup> Quarter After Exit	69.6%	70.6%
Employment Rate 4 <sup>th</sup> Quarter After Exit	60.6%	60.6%
Credential Attainment 4 <sup>th</sup> Quarter After Exit	67.1%	68.1%
Median Earnings 2 <sup>nd</sup> Quarter After Exit	\$6,986	\$7,137
<b>Youth</b>	<b>PY 2020 Targets</b>	<b>PY 2021 Targets</b>
Employment Rate 2 <sup>nd</sup> Quarter After Exit	63.1%	64.1%
Employment Rate 4 <sup>th</sup> Quarter After Exit	48.9%	49.8%
Credential Attainment 4 <sup>th</sup> Quarter After Exit	50.0%	51.0%
Median Earnings 2nd Quarter After Exit	\$2,306	\$2,352
<b>Wagner-Peyser</b>	<b>PY 2020 Targets</b>	<b>PY 2021 Targets</b>
Employment Rate 2 <sup>nd</sup> Quarter After Exit	55.8%	55.8%
Employment Rate 4 <sup>th</sup> Quarter After Exit	55.0%	56.0%
Median Earnings 2 <sup>nd</sup> Quarter After Exit	\$5,930	\$6,040
<b>Jersey City Workforce Area</b>		
<b>Adults</b>	<b>PY 2020 Targets</b>	<b>PY 2021 Targets</b>
Employment Rate 2 <sup>nd</sup> Quarter After Exit	57.7%	58.7%
Employment Rate 4 <sup>th</sup> Quarter After Exit	62.1%	63.1%
Credential Attainment 4 <sup>th</sup> Quarter After Exit	59.5%	60.5%
Median Earnings 2 <sup>nd</sup> Quarter After Exit	\$6,050	\$6,161
<b>Dislocated Workers</b>	<b>PY 2020 Targets</b>	<b>PY 2021 Targets</b>
Employment Rate 2 <sup>nd</sup> Quarter After Exit	60.1%	61.1%
Employment Rate 4 <sup>th</sup> Quarter After Exit	61.6%	61.6%
Credential Attainment 4 <sup>th</sup> Quarter After Exit	67.1%	68.1%

**Appendix 1: Local Area Performance Targets for PY20 and PY21**

Median Earnings 2 <sup>nd</sup> Quarter After Exit	\$6,986	\$7,137
<b>Youth</b>	<b>PY 2020 Targets</b>	<b>PY 2021 Targets</b>
Employment Rate 2 <sup>nd</sup> Quarter After Exit	54.6%	55.6%
Employment Rate 4 <sup>th</sup> Quarter After Exit	60.1%	61.0%
Credential Attainment 4 <sup>th</sup> Quarter After Exit	50.0%	51.0%
Median Earnings 2 <sup>nd</sup> Quarter After Exit	\$2,306	\$2,352
<b>Wagner-Peyser</b>	<b>PY 2020 Targets</b>	<b>PY 2021 Targets</b>
Employment Rate 2 <sup>nd</sup> Quarter After Exit	54.1%	54.1%
Employment Rate 4 <sup>th</sup> Quarter After Exit	55.8%	56.8%
Median Earnings 2 <sup>nd</sup> Quarter After Exit	\$6,090	\$6,200
<b>Mercer County Workforce Area</b>		
<b>Adults</b>	<b>PY 2020 Targets</b>	<b>PY 2021 Targets</b>
Employment Rate 2 <sup>nd</sup> Quarter After Exit	73.5%	74.5%
Employment Rate 4 <sup>th</sup> Quarter After Exit	71.3%	72.3%
Credential Attainment 4 <sup>th</sup> Quarter After Exit	59.5%	60.5%
Median Earnings 2 <sup>nd</sup> Quarter After Exit	\$6,249	\$6,360
<b>Dislocated Workers</b>	<b>PY 2020 Targets</b>	<b>PY 2021 Targets</b>
Employment Rate 2 <sup>nd</sup> Quarter After Exit	60.1%	61.1%
Employment Rate 4 <sup>th</sup> Quarter After Exit	64.6%	64.6%
Credential Attainment 4 <sup>th</sup> Quarter After Exit	67.1%	68.1%
Median Earnings 2 <sup>nd</sup> Quarter After Exit	\$8,208	\$8,359
<b>Youth</b>	<b>PY 2020 Targets</b>	<b>PY 2021 Targets</b>
Employment Rate 2 <sup>nd</sup> Quarter After Exit	51.1%	52.1%
Employment Rate 4 <sup>th</sup> Quarter After Exit	61.1%	62.1%
Credential Attainment 4 <sup>th</sup> Quarter After Exit	50.0%	51.0%
Median Earnings 2 <sup>nd</sup> Quarter After Exit	\$2,306	\$2,352
<b>Wagner-Peyser</b>	<b>PY 2020 Targets</b>	<b>PY 2021 Targets</b>
Employment Rate 2 <sup>nd</sup> Quarter After Exit	53.7%	53.7%
Employment Rate 4 <sup>th</sup> Quarter After Exit	51.9%	52.9%
Median Earnings 2 <sup>nd</sup> Quarter After Exit	\$5,802	\$5,912
<b>Middlesex County Workforce Area</b>		
<b>Adults</b>	<b>PY 2020 Targets</b>	<b>PY 2021 Targets</b>
Employment Rate 2 <sup>nd</sup> Quarter After Exit	65.7%	66.7%
Employment Rate 4 <sup>th</sup> Quarter After Exit	64.9%	65.9%
Credential Attainment 4 <sup>th</sup> Quarter After Exit	59.5%	60.5%
Median Earnings 2 <sup>nd</sup> Quarter After Exit	\$5,265	\$5,376
<b>Dislocated Workers</b>	<b>PY 2020 Targets</b>	<b>PY 2021 Targets</b>
Employment Rate 2 <sup>nd</sup> Quarter After Exit	59.2%	60.2%

**Appendix 1: Local Area Performance Targets for PY20 and PY21**

Employment Rate 4 <sup>th</sup> Quarter After Exit	58.2%	58.2%
Credential Attainment 4 <sup>th</sup> Quarter After Exit	67.1%	68.1%
Median Earnings 2 <sup>nd</sup> Quarter After Exit	\$8,306	\$8,457
<b>Youth</b>	<b>PY 2020 Targets</b>	<b>PY 2021 Targets</b>
Employment Rate 2 <sup>nd</sup> Quarter After Exit	66.1%	67.1%
Employment Rate 4 <sup>th</sup> Quarter After Exit	58.0%	58.9%
Credential Attainment 4 <sup>th</sup> Quarter After Exit	50.0%	51.0%
Median Earnings 2 <sup>nd</sup> Quarter After Exit	\$2,306	\$2,352
<b>Wagner-Peyser</b>	<b>PY 2020 Targets</b>	<b>PY 2021 Targets</b>
Employment Rate 2 <sup>nd</sup> Quarter After Exit	51.8%	51.8%
Employment Rate 4 <sup>th</sup> Quarter After Exit	53.4%	54.4%
Median Earnings 2 <sup>nd</sup> Quarter After Exit	\$6,230	\$6,340
<b>Monmouth County Workforce Area</b>		
<b>Adults</b>	<b>PY 2020 Targets</b>	<b>PY 2021 Targets</b>
Employment Rate 2 <sup>nd</sup> Quarter After Exit	74.5%	75.5%
Employment Rate 4 <sup>th</sup> Quarter After Exit	65.3%	66.3%
Credential Attainment 4 <sup>th</sup> Quarter After Exit	59.5%	60.5%
Median Earnings 2 <sup>nd</sup> Quarter After Exit	\$6,192	\$6,303
<b>Dislocated Workers</b>	<b>PY 2020 Targets</b>	<b>PY 2021 Targets</b>
Employment Rate 2 <sup>nd</sup> Quarter After Exit	67.9%	68.9%
Employment Rate 4 <sup>th</sup> Quarter After Exit	67.2%	67.2%
Credential Attainment 4 <sup>th</sup> Quarter After Exit	67.1%	68.1%
Median Earnings 2 <sup>nd</sup> Quarter After Exit	\$8,357	\$8,508
<b>Youth</b>	<b>PY 2020 Targets</b>	<b>PY 2021 Targets</b>
Employment Rate 2 <sup>nd</sup> Quarter After Exit	67.1%	68.1%
Employment Rate 4 <sup>th</sup> Quarter After Exit	60.1%	61.0%
Credential Attainment 4 <sup>th</sup> Quarter After Exit	50.0%	51.0%
Median Earnings 2 <sup>nd</sup> Quarter After Exit	\$2,306	\$2,352
<b>Wagner-Peyser</b>	<b>PY 2020 Targets</b>	<b>PY 2021 Targets</b>
Employment Rate 2 <sup>nd</sup> Quarter After Exit	51.3%	51.3%
Employment Rate 4 <sup>th</sup> Quarter After Exit	55.5%	56.5%
Median Earnings 2 <sup>nd</sup> Quarter After Exit	\$6,301	\$6,411
<b>Morris-Sussex-Warren Counties Workforce Area</b>		
<b>Adults</b>	<b>PY 2020 Targets</b>	<b>PY 2021 Targets</b>
Employment Rate 2 <sup>nd</sup> Quarter After Exit	58.6%	59.6%
Employment Rate 4 <sup>th</sup> Quarter After Exit	64.0%	65.0%
Credential Attainment 4 <sup>th</sup> Quarter After Exit	59.5%	60.5%
Median Earnings 2 <sup>nd</sup> Quarter After Exit	\$5,935	\$6,046



**Appendix 1: Local Area Performance Targets for PY20 and PY21**

<b>Dislocated Workers</b>	<b>PY 2020 Targets</b>	<b>PY 2021 Targets</b>
Employment Rate 2 <sup>nd</sup> Quarter After Exit	62.6%	63.6%
Employment Rate 4 <sup>th</sup> Quarter After Exit	62.4%	62.4%
Credential Attainment 4 <sup>th</sup> Quarter After Exit	67.1%	68.1%
Median Earnings 2 <sup>nd</sup> Quarter After Exit	\$8,255	\$8,406
<b>Youth</b>	<b>PY 2020 Targets</b>	<b>PY 2021 Targets</b>
Employment Rate 2 <sup>nd</sup> Quarter After Exit	58.4%	59.4%
Employment Rate 4 <sup>th</sup> Quarter After Exit	59.1%	60.0%
Credential Attainment 4 <sup>th</sup> Quarter After Exit	50.0%	51.0%
Median Earnings 2 <sup>nd</sup> Quarter After Exit	\$2,306	\$2,352
<b>Wagner-Peyser</b>	<b>PY 2020 Targets</b>	<b>PY 2021 Targets</b>
Employment Rate 2 <sup>nd</sup> Quarter After Exit	52.0%	52.0%
Employment Rate 4 <sup>th</sup> Quarter After Exit	52.3%	53.3%
Median Earnings 2 <sup>nd</sup> Quarter After Exit	\$6,518	\$6,628
<b>Newark Workforce Area</b>		
<b>Adults</b>	<b>PY 2020 Targets</b>	<b>PY 2021 Targets</b>
Employment Rate 2 <sup>nd</sup> Quarter After Exit	57.5%	58.5%
Employment Rate 4 <sup>th</sup> Quarter After Exit	66.0%	67.0%
Credential Attainment 4 <sup>th</sup> Quarter After Exit	59.5%	60.5%
Median Earnings 2 <sup>nd</sup> Quarter After Exit	\$4,600	\$4,711
<b>Dislocated Workers</b>	<b>PY 2020 Targets</b>	<b>PY 2021 Targets</b>
Employment Rate 2 <sup>nd</sup> Quarter After Exit	57.2%	58.2%
Employment Rate 4 <sup>th</sup> Quarter After Exit	64.4%	64.4%
Credential Attainment 4 <sup>th</sup> Quarter After Exit	67.1%	68.1%
Median Earnings 2 <sup>nd</sup> Quarter After Exit	\$6,739	\$6,890
<b>Youth</b>	<b>PY 2020 Targets</b>	<b>PY 2021 Targets</b>
Employment Rate 2 <sup>nd</sup> Quarter After Exit	56.2%	57.2%
Employment Rate 4 <sup>th</sup> Quarter After Exit	60.1%	61.0%
Credential Attainment 4 <sup>th</sup> Quarter After Exit	50.0%	51.0%
Median Earnings 2 <sup>nd</sup> Quarter After Exit	\$2,306	\$2,352
<b>Wagner-Peyser</b>	<b>PY 2020 Targets</b>	<b>PY 2021 Targets</b>
Employment Rate 2 <sup>nd</sup> Quarter After Exit	55.8%	55.8%
Employment Rate 4 <sup>th</sup> Quarter After Exit	56.3%	57.3%
Median Earnings 2 <sup>nd</sup> Quarter After Exit	\$4,607	\$4,717
<b>Ocean County Workforce Area</b>		
<b>Adults</b>	<b>PY 2020 Targets</b>	<b>PY 2021 Targets</b>
Employment Rate 2 <sup>nd</sup> Quarter After Exit	63.2%	64.2%
Employment Rate 4 <sup>th</sup> Quarter After Exit	59.2%	60.2%

**Appendix 1: Local Area Performance Targets for PY20 and PY21**

Credential Attainment 4 <sup>th</sup> Quarter After Exit	59.5%	60.5%
Median Earnings 2 <sup>nd</sup> Quarter After Exit	\$6,255	\$6,366
<b>Dislocated Workers</b>	<b>PY 2020 Targets</b>	<b>PY 2021 Targets</b>
Employment Rate 2 <sup>nd</sup> Quarter After Exit	65.8%	66.8%
Employment Rate 4 <sup>th</sup> Quarter After Exit	59.9%	59.9%
Credential Attainment 4 <sup>th</sup> Quarter After Exit	67.1%	68.1%
Median Earnings 2 <sup>nd</sup> Quarter After Exit	\$8,255	\$8,406
<b>Youth</b>	<b>PY 2020 Targets</b>	<b>PY 2021 Targets</b>
Employment Rate 2 <sup>nd</sup> Quarter After Exit	61.7%	62.7%
Employment Rate 4 <sup>th</sup> Quarter After Exit	60.1%	61.0%
Credential Attainment 4 <sup>th</sup> Quarter After Exit	50.0%	51.0%
Median Earnings 2 <sup>nd</sup> Quarter After Exit	\$2,306	\$2,352
<b>Wagner-Peyser</b>	<b>PY 2020 Targets</b>	<b>PY 2021 Targets</b>
Employment Rate 2 <sup>nd</sup> Quarter After Exit	50.2%	50.2%
Employment Rate 4 <sup>th</sup> Quarter After Exit	55.0%	56.0%
Median Earnings 2 <sup>nd</sup> Quarter After Exit	\$5,949	\$6,059
<b>Passaic County Workforce Area</b>		
<b>Adults</b>	<b>PY 2020 Targets</b>	<b>PY 2021 Targets</b>
Employment Rate 2 <sup>nd</sup> Quarter After Exit	60.4%	61.4%
Employment Rate 4 <sup>th</sup> Quarter After Exit	66.3%	67.3%
Credential Attainment 4 <sup>th</sup> Quarter After Exit	59.5%	60.5%
Median Earnings 2 <sup>nd</sup> Quarter After Exit	\$4,926	\$5,037
<b>Dislocated Workers</b>	<b>PY 2020 Targets</b>	<b>PY 2021 Targets</b>
Employment Rate 2 <sup>nd</sup> Quarter After Exit	65.2%	66.2%
Employment Rate 4 <sup>th</sup> Quarter After Exit	65.3%	65.3%
Credential Attainment 4 <sup>th</sup> Quarter After Exit	67.1%	68.1%
Median Earnings 2 <sup>nd</sup> Quarter After Exit	\$7,930	\$8,081
<b>Youth</b>	<b>PY 2020 Targets</b>	<b>PY 2021 Targets</b>
Employment Rate 2 <sup>nd</sup> Quarter After Exit	52.1%	53.1%
Employment Rate 4 <sup>th</sup> Quarter After Exit	51.8%	52.7%
Credential Attainment 4 <sup>th</sup> Quarter After Exit	50.0%	51.0%
Median Earnings 2 <sup>nd</sup> Quarter After Exit	\$2,306	\$2,352
<b>Wagner-Peyser</b>	<b>PY 2020 Targets</b>	<b>PY 2021 Targets</b>
Employment Rate 2 <sup>nd</sup> Quarter After Exit	50.9%	50.9%
Employment Rate 4 <sup>th</sup> Quarter After Exit	53.7%	54.7%
Median Earnings 2 <sup>nd</sup> Quarter After Exit	\$5,768	\$5,878
<b>Union County Workforce Area</b>		
<b>Adults</b>	<b>PY 2020 Targets</b>	<b>PY 2021 Targets</b>
Employment Rate 2 <sup>nd</sup> Quarter After Exit	73.2%	74.2%

**Appendix 1: Local Area Performance Targets for PY20 and PY21**

Employment Rate 4 <sup>th</sup> Quarter After Exit	77.1%	78.1%
Credential Attainment 4 <sup>th</sup> Quarter After Exit	59.5%	60.5%
Median Earnings 2 <sup>nd</sup> Quarter After Exit	\$6,204	\$6,315
<b>Dislocated Workers</b>	<b>PY 2020 Targets</b>	<b>PY 2021 Targets</b>
Employment Rate 2 <sup>nd</sup> Quarter After Exit	69.3%	70.3%
Employment Rate 4 <sup>th</sup> Quarter After Exit	74.4%	74.4%
Credential Attainment 4 <sup>th</sup> Quarter After Exit	67.1%	68.1%
Median Earnings 2 <sup>nd</sup> Quarter After Exit	\$8,225	\$8,376
<b>Youth</b>	<b>PY 2020 Targets</b>	<b>PY 2021 Targets</b>
Employment Rate 2 <sup>nd</sup> Quarter After Exit	66.2%	67.2%
Employment Rate 4 <sup>th</sup> Quarter After Exit	60.1%	61.0%
Credential Attainment 4 <sup>th</sup> Quarter After Exit	50.0%	51.0%
Median Earnings 2 <sup>nd</sup> Quarter After Exit	\$2,306	\$2,352
<b>Wagner-Peyser</b>	<b>PY 2020 Targets</b>	<b>PY 2021 Targets</b>
Employment Rate 2 <sup>nd</sup> Quarter After Exit	53.1%	53.1%
Employment Rate 4 <sup>th</sup> Quarter After Exit	53.2%	54.2%
Median Earnings 2 <sup>nd</sup> Quarter After Exit	\$6,412	\$6,522

Measurable Skills Gains targets were set at the following levels for all local areas in PY20 and PY21:

<b>Measurable Skills Gains</b>	<b>PY 2020 Targets</b>	<b>PY 2021 Targets</b>
Adults	40.0%	41.0%
Dislocated Workers	40.0%	41.0%
Youth	42.7%	42.7%