

Workforce Investment Board

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The New Jersey State Employment & Training Commission

American Recovery and Reinvestment Act Funds Implementation Plan for Bergen County

Prepared By
The Bergen County Workforce Investment Board

DRAFT

LOCAL WIB PLANNING GUIDELINES FOR IMPLEMENTING THE AMERICAN RECOVERY AND REINVESTMENT ACT FUNDS

Background

The American Recovery and Reinvestment Act (ARRA) was signed into law on February 17, 2009 with the goal of preserving and creating jobs, promoting the nation's economic recovery, and assisting those most impacted by the recession including assisting workers who are facing unprecedented challenges to retool their skills and re-establish themselves in viable career paths.

The United States Department of Labor, Employment and Training Administration released a Training and Employment Guidance Letter (TEGL), No. 14-08 available at <http://wdr.doleta.gov/directives/attach/TEGL/TEGL14-08.pdf> detailing Guidance for Implementation of the Workforce Investment Act and Wagner Peyser Act Funding in the American Recovery and Reinvestment Act of 2009 and State Planning Requirements for Program Year 2009. The TEGL requires that the State of New Jersey file a modification to its State Plan to reflect the state's vision, policies and implementation of ARRA.

In turn, the SETC is requiring local Workforce Investment Boards (WIBs) to submit a plan on the strategies and service delivery activities they will carry out in expending ARRA funds. These planning guidelines describe federal and state expectations for implementation of the ARRA and outline requirements for submission of the local plans. It is important to note that issues involving the creation of new policy by the State Employment and Training Commission (SETC) in the development of modifications for the State Plan may impact local WIB planning and implementation.

Vision & Expectations

As described in detail in the Training and Employment Guidance Letter, No. 14-08, The United States Department of Labor (USDOL) has established four guiding principles in utilizing ARRA funds:

- Transparency and accountability in the use of Recovery Act funding;
- Timely spending of the funds and implementation of activities;
- Increasing workforce system capacity and service levels; and
- Using data and workforce information to guide strategic planning and service delivery.

One of the most important statements in the guidelines presented by the United States Department of Labor (USDOL) that underscores expectations of local Workforce Investment Boards and their One-Stop system is:

“The nation's public workforce investment system is expected to not only increase services and training for workers facing unprecedented challenges but to retool, reinvigorate and create a more innovative public workforce system capable of spurring economic growth.”

More explicitly, expectations are that a stronger, more comprehensive One-Stop system will emerge as a result of ARRA funding that ensures customers will be able to move easily between the labor market and further education and training in order to advance in their careers and upgrade their skills. It will also ensure disconnected youth will be able to reconnect through

multiple pathways to education and training that results in their entering and advancing in the workplace. ARRA funds are expected to accelerate transformational efforts and demonstrate an ability to innovate and implement effective One-Stop delivery strategies

Local Workforce Investment Boards are to target services to meet the needs of 1) dislocated workers, 2) adults with a priority on serving public assistance recipients and other low income individuals, and 3) youth who primarily are disengaged from education and the workforce. Programs and services must be fully aligned with economic and community development strategies, so as to meet the skill needs of existing and emerging local and regional employers and high-growth occupations. Every level of education and training offered should afford students, apprentices and trainees with the ability to advance in school or at work, with assessments and certifications articulated to the requirements of the next level of education and employment. Programs and services may include adult education, occupational/sector training, postsecondary education, registered apprenticeship, career advancement activities and supportive services.

The priorities for New Jersey are in line with the vision, goals and intent of ARRA:

- Create a pipeline of trained workers prepared for present and future demands.
- Align training and placements to New Jersey' regional and local economies.
- Obligate and spend funds "quickly and effectively" to meet federal expectations. The expectation is that the majority of ARRA funds will be expended during PY 2009. All training enrollments should occur no later than September 2010.
- Maximize the levels of funding to be spent on services to clients. The goal is to allocate 85% of funding to direct participant services.
- Recognize that ARRA is one-time funding that must result in significantly higher levels of individuals enrolled in training.
- Recognize that ARRA is one-time funding and local areas should limit permanent hiring for this program.
- Recognize that ARRA is one-time funding and that ARRA funds should supplement and not supplant regular sources of funding including normal WIA allocations.
- Use funding effectively and efficiently. Bulk contracting, now being developed by the Department of Labor and Workforce Development, is being designed to provide opportunities for local WIBs to access training.
- Leverage resources across funding streams. This includes local WIBs developing strategies to not only use ARRA funds effectively, but also their normal WIA PY '09 funds. Furthermore, resources such as WIRED funding, REDI funding, National Emergency Grants, partner resources, private foundation funds and funds from other ARRA sources, particularly in support of Green Jobs, should be utilized in a manner that makes the best use of ARRA and WIA program funds.
- The majority of youth funding should be allocated to support summer employment for PY 2009. The targeted population for these services should be out-of-school youth who are disengaged from education and/or employment (including youth expected to graduate high school in 2009 with no plans for education, training, or employment).

- WIB areas are expected to maintain transparency and accountability. They must track and report ARRA expenditure of funds, performance outcomes and job creation and placements resulting from ARRA funds separately from other funding streams.

LOCAL WIB PLANNING GUIDELINES

With the federal and state vision as a backdrop, the following are guidelines for local Workforce Investment Boards to use in preparing their plan modification to implement the American Recovery and Reinvestment Act funds in their local area. Please note details on the vision, expectations and requirements on the American Recovery and Reinvestment Act (ARRA) are described in US DOL TEGL No. 14-08, published March 18, 2009, available at <http://wdr.doleta.gov/directives/attach/TEGL/TEGL14-08.pdf>. Local areas should refer to this document for additional information and guidance on the intent and requirements of the law.

This planning document should address your use of ARRA funds ONLY. Discuss your use of WIA formula funding or any additional funding only in relationship to resources you may leverage to support your ARRA plans.

I. Labor Market Analysis

ARRA-funded services are meant to prepare targeted populations of workers for regional and local demanded industries and occupations. This section provides an analysis of Bergen County region and local economy and the pool of workers that will be targeted for services.

A. Provide an Overarching Description of your Regional and Local Economy

1. Impact of recession and present local unemployment levels.

Bergen County continues to be severely impacted by the recession with an unemployment rate that continues to increase. The unemployment level is at 8.4%, which is a 4.3% increase from a year ago.

2. Industries and their occupations to be targeted for training including emerging trends, projected openings.

The health profession is targeted for training due to current and projected openings. The Hospitality, Retail and Tourism Industry is targeted for training due to emerging trends such as the opening of major retail and entertainment centers in the region.

3. Occupations/Industries with high levels of unemployment.

Bergen County has the most dislocated employees in the Financial Services Industry. This has created a substantial pool of dislocated workers seeking employment in a new industry.

4. Green jobs expected to be created or expanded as a result of the ARRA.

Green jobs in energy efficiency/conservation such as home weatherization, commercial and industry retrofits and renewable/sustainable energy such as

renewable, solar, wind, biomass and sustainable, hydrogen, nuclear, and co-generation. In addition, the ARC Tunnel Project is a multi-year mass transit project to achieve non-polluting railways and permanent tunnel jobs that require specialized skills in construction.

B. Provide a brief description of the labor pool in your local area.

Bergen County has a diverse labor pool that has relied on One Stop resources and services for job training and searches. This results in a labor pool with a variety of needs to achieve professional growth in the workplace. The Bergen County plan recognizes these different needs and is designed to build on employment readiness to support economic development. Individuals are assessed and either considered Training Preparation Ready, Work Preparation Ready, Employment Ready, Career Ready or Technical/Professional Ready skills. Training Preparation Ready are individuals with poor literacy and basic life skills that will need enhanced training to help acquire these skills to become employment ready. The Work Preparation Ready training is for individuals with moderate literacy and minimal life skills that are not quite at the standards the employers demand. Employment Ready individuals are ready for work but in employment that may not be self-sustaining nor along an appropriate career path. They would be proficient in work readiness credentials but require an entry-level or part-time position to gain experience while they continue to develop skills for a higher paying position. Career Ready individuals can successfully maintain employment and are prepared to pursue a career. Technical/Professional Ready individuals have work experience that would place them above entry-level positions because of their skills. This training path connects individuals at various levels to the skills necessary for a specific job opening. It addresses Bergen County's diverse labor pool and provides a viable path for all individuals to aspire toward a career in a higher-paying job. Working with local businesses in demand industries and occupations to develop a career path that connects these levels of employment readiness and have a direct correlation with jobs available and skills needed for specific jobs. The key populations that will be served are Adults, Dislocated workers and Youth looking to enter the workforce in lieu of seeking advanced education.

C. What data sources were used to obtain this labor market information? Why did you select these sources?

The *Real Time Jobs in Demand* reports prepared by the New Jersey Department of Labor and Workforce Development and Rutgers University's John J. Heldrich Center for Workforce Development *Ready for the Job* reports were the source of data to determine trends for industries and occupations in demand.

II. **ARRA Planning**

In this section, please provide a brief description of your planning process, your key goals and activities and the structures you have put into place to support ongoing planning.

Planning Process

Local planning for ARRA should be ongoing throughout the life of the funding and as such, the WIB must design a process that allows for continual feedback and adjustments based on data. Likewise the planning process should be inclusive and transparent. Not only should the WIB

ensure that all its members are engaged in the planning, but the process should facilitate input from all interested stakeholders. For this section of the plan, the WIB should:

- A. Identify all stakeholders/groups participating in the local planning process.

Stakeholders/groups involved in the planning process have included WIBs, One-Stops and Community Colleges from the surrounding region, in addition to County government officials, vocational schools, school districts, local businesses, faith based organizations and labor officials.

- B. Describe the local and regional planning processes. How many planning meetings were held? What was discussed during these planning meetings and what were the results? Describe the opportunities for public input.

The WIB Board and One-Stop Welfare to Work Committee each meet quarterly and the WIB Executive Board meets monthly. In addition, two major stakeholder meetings. The first was held on April 23, 2009 at the Ciarco Center in Hackensack, for the Youth Works! program. It included mayors/town officials and superintendents/school officials to learn more about the program and elicit input on the county's needs. The second major stakeholder meeting was Bergen County One-Stop Director's presentation of labor's ARRA efforts at the County's Stimulus Conference on May 21st.

- C. What structures and processes have you put into place to support ongoing planning that will allow you to respond to changing needs and economic trends?

WIB Board meetings, One Stop partner meetings, and WIRED meetings all geared to support ARRA planning and implementation strategies.

- D. Describe your intention for planning efforts concerning green jobs.

The Meadowlands Development Commission has an initiative to attract alternate energy companies to the regions. In addition, NJ Transit's ARC Tunnel project between NY and NJ has a goal to establish a green mass transit system. This will result in construction and permanent employment positions that demand these skills. In coordination with Bergen Community College, green courses are being established to appeal to professionals in the construction trades and interior design, as well as homeowners interested in learning about environmentally-friendly practices. In addition, degrees are offered in environmental technology and horticulture. Such offerings increase a students' awareness of the environment and prepare them for these careers.

Goals

- A. The ARRA requires local areas to work with three priority populations – Dislocated Workers, low-income Adults and individuals on public assistance, and Youth who are disengaged from education and the workforce. Please describe the goals you have established for serving each of these key groups.

Employment Readiness to support economic development is a major theme in our newly consolidated workforce system and a goal is to reflect a continuum of customer needs with a workforce at various employment readiness levels. This will provide a

venue for us to focus on the specific needs of Dislocated Workers, low-income Adults and individuals on public assistance, and Youth who are disengaged from education and the workforce. We recognize that in order to sell our customers to local businesses, we must be responsive to business' needs for employees who are "employment ready," possessing the appropriate skills, knowledge and expertise to perform a range of job functions in a shifting market place. In addition, we must identify those who need additional training to acquire the minimum work skills to be viable members of the workforce and experience continued professional development to aspire toward a career path that would lead to higher paying jobs.

- B. The ARRA is expected to "retool, reinvigorate, and create a more innovative public workforce system capable of spurring economic growth." Please describe how all the partners will re-tool the One-Stop Career Centers to better serve the needs of local businesses, as well as the needs of the three priority worker populations.

Adopting a career path employment readiness model, we have clearly identified areas to create a more innovative public workforce system that will help spur economic growth. We know that for all customers, we must provide opportunities for some level of assessment in each of the different employment readiness areas, as well as resources and information that will allow for effective service planning. Knowing that our staff resources are limited, we must also use the assessment process to identify the most effective way in which to provide services to customers, ranging from services that are primarily self-directed and self-accessed, all the way to intensive one-on-one case management support for those who need the most ongoing coaching.

- C. Describe any new projects and/or expansions of existing projects you and/or your partners are planning that will be innovative and transformational.

A Business Services Representative employed by the WIB will identify and develop appropriate business programming and complete several priority activities such as:

- Business Resource Center process and workflow processes will be reviewed to ensure successful placement outcomes and service
- Identify and work with local business leaders in demand industries to ascertain their current and future skill needs. We will use this information to develop our Employment Readiness Career Paths and to develop businesses and job seeker supports and training
- Identify and strengthen existing business/educational/community partnerships to leverage resources and expand our information database. We would also like to explore ways that our public libraries could assist us in providing business services
- Identify educational providers and partner with them on developing Customized Training Grants
- Explore innovative strategies and best practices to match job seekers with the skills that businesses are seeking. We will continue to use our training and HRD services to further support businesses

II. Program Planning – There are four categories: Dislocated Worker, Adult, Youth, and planning activities related to identifying Green Jobs.

Dislocated Workers

Priorities/Key Issues: Dislocated Worker funds are to be used to provide the necessary services to dislocated workers to support their reentry into the recovering job market. Funds can be used for all activities specified under WIA for the Dislocated Worker program, including but not limited to: occupational skills training, on-the-job training, programs that combine workplace training and related instruction, including registered apprenticeship, training programs operated by the private sector, skill upgrade and retraining, entrepreneurship training, job readiness training, adult education and literacy training, and customized training. Consideration should be given to how assessment and data-driven career counseling can be integrated into service strategies that align with areas of anticipated economic and job growth. Additionally, states and local WIBs have the authority to enter into contracts with institutions of higher education, such as community colleges, or other eligible training providers to facilitate the training of multiple individuals in high-demand occupations, so long as the contract does not limit customer choice. It is the intent of ARRA to substantially increase the numbers of dislocated workers served.

Adults

Priorities/Key Issues: It is the intention under ARRA to serve priority populations including public assistance recipients and other-low income individuals as described in WIA section 134(d)(4)(E). The goal is to ensure that the adult population has access to pathways to higher skilled and higher paying jobs to move from poverty to the middle class. Occupational skills training should be aligned with jobs and industries important to the local economy. Needs-related payments and other support services should be made available to achieve employment and sustainability.

For both Dislocated Workers and Adults describe the following:

**(Create a separate plan for both Dislocated Workers and Adults using this same criteria)*

- A. Describe the planning process (level of WIB and/or Committee participation, planning with Community Colleges and other educational entities including vocational technical schools, higher education, organized labor and business/industry).

The end goal for Dislocated Workers and Title I/Adult is gainful employment. The means to achieve this goal is through training opportunities and skills enhancement. However, the approach differs somewhat because typically Title I/Adults need greater training on basic skills and workplace readiness.

DISLOCATED WORKERS

With the Dislocated Worker in mind, the WIB conducted meetings with One-Stops and Community Colleges from the surrounding region, in addition to County government officials, vocational schools, school districts, local businesses, faith based organizations and labor officials to establish a plan on how to best implement the ARRA plan in light of the occupations hardest hit by the recession.

TITLE ADULTS

For Title I/Adults, the WIB worked with the above mentioned agencies, targeting social service agencies and providers who deal with economically disadvantaged clients. The

goal was to assess typical needs of these clients, which include but are not limited to basic skills enhancement and workplace readiness skills.

- B. Describe any innovative and/or transformational projects and/or activities you are presently planning.

DISLOCATED WORKERS

Currently, in coordination with Bergen Community College, a continuing education program is being established to address the projected skill demands required for the green technology. Green courses are being established to appeal to professionals in the construction trades and interior design, as well as homeowners interested in learning about environmentally-friendly practices. In addition, degrees are offered in environmental technology and horticulture. Such offerings increase a students' awareness of the environment and prepare them for these careers.

TITLE I/ADULT

For Title I/Adult, we are exploring the use of bulk training opportunities with the College to enhance literacy and workplace readiness skills.

- C. Describe any regional planning and/or regional projects your are presently planning.

DISLOCATED WORKER

In coordination with our WIRED partnership, a Business Development Team has been focused on developing a plan to attract new businesses and coordinate with existing businesses to ensure an employment ready workforce is available in the skill sets most critical for these high growth/demand businesses.

TITLE I/ADULT

There are no plans specifically for TITLE I/ADULT clients.

- D. Describe specific populations to be served under this funding stream including specific outreach efforts to ensure all population segments are knowledgeable about accessing services. Also address how you will re-tool the One-Stop Career Center services to meet the needs of Veterans and higher-skilled dislocated workers.

DISLOCATED WORKER

Outreach efforts include flyers, dialogue at meetings/seminars, advertisements in local publications and active participation in workshops.

TITLE I/ADULT

We are working with the Board of Social Services and other providers who work with economically disadvantaged individuals to personally outreach to clients.

- E. Describe your allocation of funds on the chart provided by LWD Budget and Accounting (Appendix A).

SEE TABLE

- F. Please indicate how the WIB and their partners intend to structure One-Stop Career Center services and programs to meet the needs of the dislocated workers and adults in line with the vision and expectations of ARRA. For each of the following 5 items:

- 1) Use of LWD bulk contracting for training.

The Workforce Investment Board and the One Stop Career Center System has agreed to place \$60,000 in bulk contracting for training with Bergen Community College. We are trying to get a level of service training for 18 clients.

- 2) Use of local WIB developed contracting for training with specific industry sectors.

We have no immediate plans for contracting with specific industry sectors. However, we are exploring implementation of a \$20,000 pilot program to teach workplace Spanish skills to English speaking people. We are also putting together a committee to analyze using a Spanish TABE test for Spanish speaking clients.

- 3) Use of Individual Training Accounts.

To promote ITAs using stimulus funds, we have begun an aggressive outreach campaign to municipal offices, school systems, freeholders, partner agencies and faith-based organizations. We recently presented training opportunities to nearly 200 providers and community leaders at the County of Bergen's "Stimulus Conference," on May 28th. The County Executive's primary goal was to express to the entire Bergen County community the many stimulus programs in Bergen. The One-Stop Director expanded on the summer youth works program, our dislocated and our Title I Adult training opportunities.

We are setting aside \$1,200,000 in Dislocated Worker for a LOS of 300 people, and \$132,000 for 33 Title 1 Adult.

All ARRA flyers and information have been posted on our web site, and have been linked to the county and partner agencies. We've had training for staff from Employment Services, Unemployment staff and DVR staff. We have made contact with The Record, local agencies and chamber of Commerce publications to begin a further marketing initiative.

- 4) Use of On-the-Job Training.

One Stop/WIA staff is now working the local OJT Specialist, Ron Bascome, to focuses on our WFNJ clients to identify further on-the-job training opportunities. We've also developed a letter that clients will bring to prospective employers to show the availability of further funds. We've set aside \$80,000 with a LOS of 20 clients.

- 5) Use of apprenticeships.

No apprenticeship programs are planned.

6) Use of other initiatives.

Identify the intended methods to be utilized to serve populations, and the details where applicable specifying:

- a) Description of project.
- b) Key partners/description of each of their roles/ responsibilities.
- c) List industry sectors/occupations including a description of outreach activities with those industries.
- d) Describe specific activities provided by the One-Stop Career Center in support of this project area, including but not limited to: assessment, job development, job matching and retention, and any other relevant activities to this project area.
Describe any programs/policies for assessing and distributing need-related payments and support services.
- e) Describe any leveraged resources to be used to carry out the project area and in what ways these resources will be used in support of the project. Leveraged funds are in addition to ARRA and could include, but not be limited to: WIA annual allocation funds, local resources, partner resources, foundation and/or private sector funds, WIRED, REDI, and the National Emergency Grant funds where applicable. Provide a statement of assurance that ARRA funds are supplementing and not supplanting normal WIA funding.
- f) Anticipated challenges/ideas to overcome.
- g) Projected numbers of individuals to be served by this means by quarter.

	April- June, 2009	July- September, 2009	October- December, 2009	January- March, 2010	April- June, 2010	July- September, 2010
# of Dislocated Workers Enrolled LWD Bulk Training		9		9		
# of Dislocated Workers Enrolled Local Classroom industry strategies						
# of Dislocated Workers Enrolled ITAs	70	90	50	50	40	
# of Dislocated Workers Enrolled		5	5	5	5	

OJT						
# of Dislocated Workers Enrolled in Apprenticeships						
# of Dislocated Workers Enrolled Other Initiatives (ESL)		5	5	5	5	

	April-June, 2009	July-September, 2009	October-December, 2009	January-March, 2010	April-June, 2010	July-September, 2010
# of Adults Enrolled LWD Bulk Training						
# of Adults Enrolled Local Classroom industry strategy						
# of Adults Enrolled ITAs	10	13	5	3	2	
# of Adults Enrolled OJT		1	1	1	1	
#of Adults Enrolled in Apprenticeships						
# of Adults Enrolled Other Initiatives (ESL)			2	2		

Youth

Priorities/Key Issues: Eligibility for enrollment into youth programs has been expanded to include 22-24 year olds, making the age group 14-24. The intent and desire of Congressional, US DOL officials and New Jersey is to focus the majority of the funds on summer employment in the first year. New Jersey is also choosing to focus the majority of the funds on those youth who are out-of-school and disengaged from education and/or the workforce. The only performance measure is a work readiness credential for summer youth. Some funds may be set aside to continue working with summer youth participants to ensure they receive additional support leading to full-time employment and/or education. It is permissible to use regular WIA funds for post-summer follow-up activities. Note that the performance requirements will most likely shift if they are considered year-round youth participants.

1. Description of the planning process (level of WIB and/or Youth Council participation, planning with community-based organizations, Community Colleges, other educational entities including vocational technical schools, higher education, organized labor and business/industry).

The Bergen Youth Collaborative meeting occurs three times per year. The last meeting was on May 19, 2009.

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The Bergen Youth Collaborative meeting occurs three times per year. The last meeting was on May 19, 2009.

2. Describe your goals for your Summer Youth Program.

The main goals of our Summer Youth Program (Youth Works!) are to place at-risk youth in worksites throughout the county, and provide them with workplace readiness skills. Certified Guidance Counselors from Bergen County Technical Schools, our administrative entity, will work with the youth throughout the program. Guidance Counselors will stress workplace readiness skills such as communications, problem solving, teamwork, ethics, safety, employability and/or career development.

3. Describe specific populations to be served through your summer program including specific outreach efforts to ensure all priority youth populations are aware and have access to the summer youth program. These populations should include, but are not limited to youthful offenders, aging-out youth, young veterans, and youth with disabilities. Describe any innovative, transformational projects and/or model activities you are presently planning. Include in the description of each of the projects, the specific roles and responsibilities of partnering organizations including community college, vocational schools, higher education, public agencies, One-Stop Centers and others.

We have identified twelve target groups from which to recruit youth. These include districts with alternative high schools and/or high drop-out rates, including the municipalities of Hackensack, Englewood, Teaneck, Cliffside Park/Fairview, Garfield, Lodi and Bergenfield; county government and local agencies such as the Bergen County

Sheriff's Office, Bergen Community College, Children's Aid & Family Services, The Conklin Youth Center, and CAPE Center.

4. Describe your outreach to employers in order to access private sector and/or organized labor summer jobs and/or work experience. In what industry sectors are you targeting? How will these work experience slots be matched to summer youth participants? Include in the description of each of the employer projects, the specific roles and responsibilities of partnering organizations including community college, vocational schools, higher education, public agencies, One-Stop Centers and others.

We have targeted public entity worksites in the municipalities where we anticipate having eligible youth. We contacted the Mayors and Municipal Managers of these municipalities in attempts to identify suitable worksites. In addition, we contacted the above mentioned government and local community/faith based agencies.

5. Describe your planning and implementation process for securing work experience slots in Faith-Based/Community Organizations (FBCO), government, and not-for-profit organizations.

We sent a mass mailing to the above mentioned organizations, and followed up with personal telephone calls and site visits.

6. Describe your planning efforts and how programs will be structured to include work readiness preparation and/or academic learning. What are the outcomes measures you will use to define work readiness? What are the outcomes measures you will use to define success?

The program will include an orientation at Bergen Community College where youth will attend sessions on workplace readiness and emerging occupations. In addition, Guidance Counselors will informally meet with the youth during the course of the program, to offer insight into post secondary options.

7. Describe any regional planning and/or regional projects you are presently planning for summer youth.

We communicate regularly through GSETA meetings, and various State One Stop and Manager meetings.

8. Please indicate how you and/or your partners intend to structure One-Stop Career Center services and programs to meet the needs of youth in line with the vision and expectations of ARRA including, but not limited to: outreach and recruitment, testing, eligibility, assessment, job development, job matching and retention, and any other relevant activities.

We intend to structure our services and programs through regular collaborative meetings with our One-Stop partners, our "RFP" youth service providers, and our WIB Youth Committee. As part of serving the older youth population, we have recruited ten youth from Bergen Community College and Fairleigh Dickinson University to serve as mentors. These mentors will work with our Guidance Counselors in assessment, job development and related activities.

9. Describe any resources being leveraged in support of summer youth including, but not limited to private sector funds, foundation funds, WIRED Grant funds and any other grant funds. Note that ARRA funds are to be used to supplement, not supplant, regular WIA funds.

We are working with Bergen Community College to identify grant funds for further classroom activities.

10. Describe what services you will offer summer youth in transitioning to permanent employment and /or education, how the transition will be done, and how it will be funded.

Guidance Counselors will work with Counselors at the One-Stop to ensure youth register for One-Stop services. Our Youth Liaison will outreach to the guidance counselors of the respective youths' schools for transitioning. This will be paid out of ARRA funds.

11. Projected numbers of individuals to be served and the spending plan for those funds.

	April-June, 2009	July-September, 2009	October-December, 2009	January-March, 2010
# of Youth Enrolled in Private Sector Employment and/or organized labor		25 – with Job Coach to be paid wages by RFP program. (A private sector such as the Teaneck Glen Point is the worksite, but they are paid by the school system not the private sector.)		
# of Youth Enrolled in Summer Work Experience with not-for-profits, FBCOs, government, etc.		375 wages/stipends		
# of Youth Enrolled in Academic Learning		190 RFP Youth	190 RFP Youth	190 RFP Youth
# of Youth Enrolled in LWD Bulk Contracting		Work Readiness/Fiscal Literacy for 200 summer only kids will be leveraged through BCC		

# of Youth Enrolled in Local WIB Classroom/Industry-Based Training		200 will be taught by Certified Counselors		
Total Amount of Funds For Summer Youth				
Total amount to be spent by September 30, 2009	\$305,300 for employment			
Total amount to be spent after September 30, 2009	\$0			

Green Jobs

Priorities/Key Issues: Generally, green jobs involve environmentally friendly products and services or businesses and organizations that concern themselves with improving the environment. Through ARRA, a number of other federal programs will receive large investments in programs and projects that could create green jobs. These include investments in renewable energy infrastructure, energy-efficiency home retrofitting, bio-fuel development, and advanced drive train/vehicle development and manufacturing. It is important that local Workforce Boards engage in planning and outreach to identify opportunities to prepare and train workers for green jobs that are either emerging in their region and local economy or are as an outcome of other sources of ARRA and other federal funding. Locals are also encouraged to expand existing training programs, such as registered apprenticeship programs that have the potential to prepare workers for careers in the renewable energy sectors and for other green jobs. (See SETC’s Green Jobs Report prepared by the Heldrich Center, Rutgers University for further information at <http://www.heldrich.rutgers.edu/News/NewsDetail.aspx?id=1604>).

1. Description of the planning process, participation, partnerships with Community Colleges and other educational entities including vocational technical schools, higher education, organized labor and business/industry as well as regional planning efforts related to Green Jobs).

Green industries is a topic of discussion at WIB meetings around: recruiting businesses and developing the workforce to be able to handle these technical positions. We are supporting Bergen County CAP with their green jobs training programs, Bergen Achedemies and Bergen Community College with their green training. Bergen Community College is offering courses in Smart Home Construction and Sustainability, Solar and Renewable Energy for Everyone, Green and Sustainable Interiors and Photovoltaic Systems.

We are partnering with NJMC (New Jersey Meadowlands Commission) Business Accelerator providing assistance with resources for free business develeopment and sales traning as well as other regional resources to assist the busniesses within the incubator thrive. WIRED as also created a business tool kit that will assist small

businesses with support tools.

2. Assessment of the types of green jobs that are emerging in your local area including key industries and occupations.

The Meadowlands Commission is a partner with the Bergen County WIB. We have an ongoing MOU with the Commission and local community colleges to support training and alliances for green industries and green industry training.

Green jobs in energy efficiency/conservation such as home weatherization, commercial and industry retrofits and renewable/sustainable energy such as renewable, solar, wind, biomass and sustainable, hydrogen, nuclear, and co-generation are listed as the most viable in the region.

3. Description of planned activities that your local area intends to pursue in developing local programs.

In coordination with Bergen Community College, green courses are being established to appeal to professionals in the construction trades and interior design, as well as homeowners interested in learning about environmentally-friendly practices. In addition, degrees are offered in environmental technology and horticulture. Such offerings increase a students' awareness of the environment and prepare them for these careers. As mentioned earlier, we will be working with the NJMC business accelerator to support and promote green industries in the Bergen County, the Meadowlands and the North Jersey Region.

4. Describe any regional and/or local projects you are presently planning.

The Meadowlands Development Commission has an initiative to attract alternate energy companies to the regions. They are involved in several green projects that the WIB supports such as the project proposed in a Kearny landfill that would be used as the states largest solar – powered facility to date. In addition, NJ Transit's ARC Tunnel project between NY and NJ has a goal to establish a green mass transit system. This will result in construction and permanent employment positions that demand these skills. We are developing regional partnerships with area workforce systems as well as the New York City public workforce system to coordinate efforts.

For each project area you expect to implement in the near future, if any, please provide the following information:

- a) Description of project.

Offering green courses through Bergen Community College's Continuing Education.

- b) Describe specific populations to be served by this project area including specific outreach efforts to ensure all population segments are knowledgeable about accessing services.

The specific populations that will be served by this project are professionals in the construction trades and interior design, as well as homeowners interested in learning about environmentally-friendly practices. In addition, the College offers degrees in environmental technology and horticulture. Such academic offerings increase a students'

awareness of the environment and prepare them for careers in environmental technology, preservation and horticulture..

- c) Please indicate how you and/or your partners intend to structure One-Stop Career Center services and programs to meet the needs of the youth and/or adults in line with the vision and expectations of ARRA.

Align customers to this added training opportunity.

- d) Key partners/description of each of their roles/ responsibilities.
As mentioned above, we will support training providers that have green curriculum aligned with high demand occupations.
We will support Bergen County CAP with their efforts to train and place individuals for Green Jobs.
- e) List industry sectors/occupations including a description of outreach activities with those industries.
Listed above
- f) Describe specific activities provided by the One-Stop Career Center in support of this project area provided by the One-Stop Career Center, including but not limited to: assessment, job development, job matching and retention, and any other relevant activities.
One Stop staff will become educated on green jobs in the county and region as to best provide customers with the data they need to make good training choices. The Business Services Representative and the job development staff working closely together to share information about business and job seeker skill sets and to develop appropriate program linkages. Their efforts complement one another as they work to match business needs with job seeker skills. They also work together in developing ongoing career path training, linking customers in entry-level positions with career path opportunities in a particular industry or occupation
- g) Describe any leveraged resources to be used to carry out the project area and in what ways these resources will be used in support of the project. Leveraged funds are in addition to ARRA and could include, but not be limited to: WIA annual allocation funds, local resources, partner resources, foundation and/or private sector funds, WIRED, REDI, and the National Emergency Grant funds where applicable.
Listed above
- h) Anticipated challenges/ideas to overcome.
- i) Projected numbers of individuals to be served by this means by quarter.

	April-June, 2009	July-September, 2009	October-December, 2009	January-March, 2010	April-June, 2010	July-September, 2010
# Green Jobs Currently Available						
# Green Jobs						

Expected to Become Available						
Green Jobs # Adults Enrolled						
Green Jobs # Dislocated Workers Enrolled						
Green Jobs # Youth Enrolled						

III. Staffing

Priorities/Key Issues: Because ARRA funds are “one-time funds,” New Jersey is establishing a policy to limit permanent hiring of new staff except on a case-by-case basis. Existing staff should be charged to ARRA funding in line with their level of service using cost allocation methods.

- Please list by position any new staff hired after 3/31/09 or proposed new staff that you expect to hire that will be paid by, in part or in whole, by ARRA funds. Indicate, the conditions under which they were hired, i.e. as temporary workers, interns, consultants, contract employees and/or intermittent. If any of these staff must be hired as permanent staff, please provide a rationale for why this is essential and why WIA regular funding is not being used.

IV. Capacity Building

Priorities/Key Issues: There are high expectations of state and local workforce systems to implement ARRA funds in a manner that is innovative, transformational, and improves the quality and effectiveness of our services in an accountable and transparent manner.

- Please provide a description, if any, of information/training/capacity building needs you have in preparing and developing the knowledge and expertise of your WIB members and staff, One-Stop Career Center staff and other entities involved in carrying out hsi plan.

The WIRED Regional Consortium has requested LWD assistance in negotiating a pre-

apprenticeship building trades program with the NJ Transit in support of their ARC Tunnel Project. During the next eight years, this project will be a major employer in green construction and permanent positions.

V. Transparency/Reporting

Priorities/Key Issues: One of the keystones of the ARRA is transparency, full disclosure and detailed reporting on job creation and sustainability as well as financial disclosure. All federal statistics will be kept online at www.recovery.gov. The Office of Inspector General and well as the Office of Management and Budget will be undertaking a strenuous review of all ARRA funds and programs.

In turn, the Governor's Office in New Jersey is preparing a similar plan for reporting results online at <http://www.nj.gov/recovery>. Policies are now being developed at both the federal and state levels which most likely will include weekly updates; monthly financial reports; a "Recovery" plan by each agency and; a separate "Recovery Program Plan" for each ARRA program named in the legislation.

The TEGL 14-08 cites the following responsibilities related to oversight of ARRA funds:

- Pursuant to WIA regulations at 20 CFR 667.410, each state recipient and subrecipient of Recovery Act funds must conduct regular oversight and monitoring of its WIA and Wagner-Peyser Employment Services activities and those of its subrecipients and contractors in order to determine that expenditures have been made against the appropriate cost categories and within the cost limitations.
- Oversight and monitoring should determine whether or not there is compliance with programmatic, accountability, and transparency provisions of the ARRA and this TEGL, as well as the regular provisions of WIA and the Wagner-Peyser Act, as amended by WIA, and their regulations and other applicable laws and regulations.

In addition to the monitoring described above, local Workforce Investment Boards are expected to conduct oversight of the progress and implementation of their local plans to achieve full enrollment and expenditure of funds in an effective and efficient manner. Key areas of local WIB Oversight include:

- Occupations selected for training are aligned to local and regional labor market demand as defined in this economy.
- On track for training enrollments by quarter as projected and placements.
- Ensuring substantial increases in One Stop services as well as training and placements.
- Youth Funds allocated to summer programs and transitional services to education and work.
- Transparency and accountability in reporting training, job creation and placements and expenditure of funds.
- On track for full expenditure of funds by end of stimulus.
- Oversight of ARRA budget, ensuring obligations/expenditures in line with requirements.
- Coordination and effective utilization of PY '09 WIA, WDP, TANF, adult education and other funding sources with ARRA.
- Development of strategies for industry sector involvement.
- WIB role in outreach, networking and developing relationships with key employers to secure training and placement opportunities.

The New Jersey State Employment and Training Commission will be conducting oversight of local plan implementation with required scheduled reports. They also reserve the right to request periodic updates on any aspects of the plan described herein at any time.

It is important that all client information be processed quickly and accurately. ARRA reporting requirements make it necessary that all client records be data entered in real time for the sake of accurate statistical reporting.

As federal and state guidance is provided on the reporting and transparency requirements, the SETC may request additional information from local WIBs describing their local processes in meeting these new requirements.

The Bergen County WIB will fully comply with the requirements mentioned above.

VI. Sign-off

Each locally developed WIB Plan for ARRA funding will need to have official signatures relaying their intention of approval, compliance, and oversight of the plan as written for submission. Signatures required include the WIB Chair, Local Elected Official, WIB Executive Director, and One-Stop Operator. Along with the signatures, include their printed name and date of sign-off.

The SETC requests a draft plan to be submitted electronically to Deborah O'Kane at deborah.okane@dol.state.nj.us by **May 29th, 2009**. In order to adhere to the 30 day public comment requirement, WIBs should post their draft plan on their WIB website, and all other official WIB information posting sites. All public comments should be forwarded to the SETC by **June 30th, 2009**, along with any changes to your draft plan.

Bergen County

Adult Budget Amounts	FY 2009 April- June, 2009	FY 2010 July-June, 2010	FY 2011 July-June, 2011	Total
Adult 10% Administration		18,883	0	18,883
Adult LWD Bulk Training				
Adult Classroom Industry Strategy				
Adult ITA's	40,000	92,000	0	132,000
Adult OJT		16,000	0	16,000
Adult Other Initiatives		21,946	0	21,946
Total Adult	40,000	148,829	0	188,829
5 Dislocated Worker Budget per year	21%	79%	0	100%

***The ITA Costs above include only direct training costs

Appendix A

Bergen County

Dislocated Workers Budget Amounts	FY 2009 April- June, 2009	FY 2010 July-June, 2010	FY 2011 July-June, 2011	Total
Dislocated Workers 10% Administration		165,885		165,885
Dislocated Workers LWD Bulk Training		60,000		60,000
Dislocated Workers Classroom Industry Strategy				
Dislocated Workers ITA's	280,000	920,000		1,200,000
Dislocated Workers OJT		80,000		80,000
Dislocated Workers Other Initiatives		152,957		152,957
Total Dislocated Workers	280,000	1,378,842		1,658,842
% Dislocated Worker Budget per year	17%	83%		100%

***The ITA Costs above include only direct training costs

Appendix A

Bergen County

Youth Budget Amounts	FY 2009 April- June, 2009	FY 2010 July-June, 2010	FY 2011 July-June, 2011	Total
Youth 10% Administration	9,157	24,765	0	33,922
Youth in Private Sector Employment and/or Organized Labor				
Youth in Summer Work Experience with not-for-profits, FBCO's, government, etc.		305,300	0	305,300
Youth in Academic Learning				
Youth in Local WIB Classroom/Industry Based Training				
Total Youth	9,157	330,065	0	339,222
% Youth Budget per year	3%	97%		100%

Summer Employment Budget Amounts	April-September, 2009	October 2009-June 2011
	339,222	0

Appendix A

Wait List Breakdown

Given that the economic crisis and the extraordinary number of people who are interested in services, we are following up on our ongoing reviews of your waiting lists. What we are interested in are the types of training people on the waiting list are anticipating. Please complete the below and forward to Tamara Thomas no later than Friday, February 20. (Tamra.Thomas@dol.state.nj.us; and cc Debra.Larsen@dol.state.nj.us)

Area: Bergen County One-Stop

Completed by: Sal Mastroeni
Date: May 28th 2009

Please complete the below indicating the numbers of people waiting for different types of training. On the bottom of the report, it should indicate the total current number of people waiting. This is the information we will be reviewing as we target any new resources.

Field of Study	# of People waiting	List of schools per field	Next potential start date
Truck Driving class A&B		E-Z Wheels Driving Schools Ideal Driving School	Open Enrollment Open Enrollment
Medical Assistant		Ho-Ho-Kus – Hackensack Fox ORI Medical Institute	Open Enrollment Open Enrollment Open Enrollment
Computerized Accounting		KeySkills Learning CPLC CDM Institute Lascomp Institute	Open Enrollment Open Enrollment Open Enrollment Open Enrollment
Pharmacy Technician		ORI Medical Institute	Open Enrollment
Office Professional		CDM Institute KeySkills Learning	Open Enrollment Open Enrollment
Computers/ESL		Workforce Advantage	Open Enrollment
Certified Nursing Assistant		Ho-Ho-Kus – Hackensack Workforce Advantage	Open Enrollment Open Enrollment
Licensed Practical Nurse		Eastwick College	Open Enrollment
HVAC		Lincoln Tech Ho-Ho-Kus – Paterson	Open Enrollment Open Enrollment
Web Design		Robtech	Open Enrollment
Para Legal		Ho-Ho-Kus – Hackensack	Open Enrollment

* Waiting list of 400 people in process of being reviewed.

Area: Bergen County One-Stop

Field of Study	# of People Waiting	Next Potential Start Date	Schools per field
Medical Billing & Coding			
Medical Assistant			
Certified Nursing Assistant			
Licensed Practical Nursing			
Hemodialysis			
Home Health Aide			
Patient Care			
Pharmacy Tech			
Computers			
Auto Cad			
Networking			
IT			
Black Seal			
HVAC			
Clinical Research			
Para Legal			
Computerized Accounting			
Electrical/Building Maintenance			
CDL			
Auto Mechanics			
Total			

* Waiting list of 400 people in process of being reviewed.

Appendix C



**YOUTH SERVED WITH WIA RECOVERY ACT RESOURCES
MONTHLY REPORT**



ETA Form: ETA-9149

Report Due Date: mm/dd/yyyy

Report Month End Date: mm/dd/yyyy

OMB No. 1205-0474

Expires: 11/30/2009

State: _____

Performance Items		Current Month (A)		Previous Month (B)		Program-to-Date (C)	
A. PARTICIPANT SUMMARY INFORMATION							
1. Total number of <u>new</u> participants served							
2. Total number of participants served							
Gender	3a. Male						
	3b. Female						
4. Ethnicity: Hispanic/Latino							
Race	5a. American Indian or Alaska Native						
	5b. Asian						
	5c. Black or African-American						
	5d. Hawaiian Native or Other Pacific Islander						
	5e. White						
Education Level	6a. 8th grade and under						
	6b. 9th grade - 12th grade						
	6c. High School graduate or equivalent						
	6d. 1 - 3 years of college, or full-time technical or vocational school						
	6e. 4 years college or more						
School Status	7a. In-school youth						
	7b. Out-of-school youth						
Age	8a. 14 - 18						
	8b. 19 - 21						
	8c. 22 - 24						
9. Individuals with disabilities							
10. Eligible Veterans							
11. Number of participants placed in summer employment							
12. Number of participants placed in work experiences outside of the summer months							
13. Number of participants served receiving educational achievement services							
14. Number of participants receiving employment services							
15. Number of participants receiving additional support services for youth							
16. Number of participants receiving leadership development opportunities							
17. Number of participants receiving follow up services							
18. Number of summer employment participants enrolled in services beyond summer employment							
Performance Items		Current Month (A)		Previous Month (B)		Program-to-Date (C)	
		Value	Numerator Denominator	Value	Numerator Denominator	Value	Numerator Denominator
B. LEADING INDICATORS OF PERFORMANCE							
1. Work readiness attainment rate							
2. Summer employment completion rate							
C. REPORT CERTIFICATION/ADDITIONAL COMMENTS							
Grantee Remarks:							
Name of Grantee Certifying Official:		Telephone Number:		Email:			

This reporting requirement is approved under the Paperwork Reduction Act of 1995, OMB Control No. 1205-0474, expiring 11/30/2009. Persons are not required to respond to this collection of information unless it displays a currently valid OMB number and expiration date. Public reporting burden for this collection of information is estimated to average 29 hours per response, including time for reviewing instructions, searching existing data sources, gathering and reviewing the collection of information. The reason for the collection of information is general program oversight, evaluation and performance assessment. Send comments regarding this burden, to the U.S. Department of Labor, Employment and Training Administration, Office of Performance and Technology, 200 Constitution Avenue, NW, Room 9-5206, Washington, D.C. 20210 (Paperwork Reduction Project 1205-0474).



WIA ADULT AND DISLOCATED WORKER PROGRAMS, and NATIONAL EMERGENCY GRANTS
MONTHLY REPORT



ETA Form: ETA-9148
Report Due Date: mm/dd/yyyy
Report Month End Date: mm/dd/yyyy
State: _____

OMB No. 1205-0474
Expires: 11/30/2009

Performance Items		Current Month (A)	Previous Month (B)	Program-to-Date (C)
A. PARTICIPANT SUMMARY INFORMATION				
WIA Adults	1. Total number of <u>new</u> participants served			
	2. Total number of participants served			
	3. Number of UI claimants			
	4. Number of low-income Individuals			
	5. Number of Temporary Assistance to Needy Families (TANF) recipients			
	6. Number of public assistance Individuals			
	7. Number of Veterans			
	8. Number of Individuals with disabilities			
	9. Number of Individual training accounts (ITA)			
	10. Number of participants in training			
	11. Number in on-the-job training (OJT)			
	12. Number in skill upgrading and retraining			
	13. Number in customized training			
	14. Number receiving supportive services (except needs-related payments)			
	15. Number receiving needs-related payments			
WIA Dislocated Workers	1. Total number of <u>new</u> participants served			
	2. Total number of participants served			
	3. Number of UI claimants			
	4. Number of Veterans			
	5. Number of Individuals with disabilities			
	6. Number of Individual training accounts (ITA)			
	7. Number of participants in training			
	8. Number in on-the-job training (OJT)			
	9. Number in skill upgrading and retraining			
	10. Number in customized training			
	11. Number receiving supportive services (except needs-related payments)			
	12. Number receiving needs-related payments			
National Emergency Grants	1. Total number of <u>new</u> participants served			
	2. Total number of participants served			
	3. Number of UI claimants			
	4. Number of Veterans			
	5. Number of Individuals with disabilities			
	6. Number of Individual training accounts (ITA)			
	7. Number of participants in training			
	8. Number in on-the-job training (OJT)			
	9. Number in skill upgrading and retraining			
	10. Number in customized training			
	11. Number receiving supportive services (except needs-related payments)			
	12. Number receiving needs-related payments			
B. REPORT CERTIFICATION/ADDITIONAL COMMENTS				
Grantee Remarks:				
Name of Grantee Certifying Official:		Telephone Number:	Email:	

This reporting requirement is approved under the Paperwork Reduction Act of 1995, OMB Control No. 1205-0474, expiring 11/30/2009. Persons are not required to respond to this collection of information unless it displays a currently valid OMB number and expiration date. Public reporting burden for this collection of information is estimated to average 25 hours per response, including time for reviewing instructions, searching existing data sources, gathering and reviewing the collection of information. The reason for the collection of information is general program oversight, evaluation and performance assessment. Send comments regarding this burden, to the U.S. Department of Labor, Employment and Training Administration, Office of Performance and Technology, 200 Constitution Avenue, NW, Room 9-5206, Washington, D.C. 20210 (Paperwork Reduction Project 1205-0474).

**WAGNER-PEYSER EMPLOYMENT SERVICE and REEMPLOYMENT SERVICES GRANTS
MONTHLY REPORT**



ETA Form: ETA-9147
 Report Due Date: mm/dd/yyyy
 Report Month End Date: mm/dd/yyyy
 State: _____

OMB No. 1205-0474
 Expires: 11/30/2009

Performance Items	STAFF-ASSISTED SERVICES			SELF-SERVICES		
	Current Month (A) All Job Seekers	Previous Month (B) All Job Seekers	Programs-to-Date (C) All Job Seekers	Current Month (A) All Job Seekers	Previous Month (B) All Job Seekers	Programs-to-Date (C) All Job Seekers
A. WAGNER-PEYSER EMPLOYMENT SERVICE PARTICIPANT SUMMARY INFORMATION						
1. Total number of new participants served						
2. Total number of participants served						
3. Number of Veterans served						
4. Number received workforce information services						
5. Number received career guidance						
6. Number received job search activities						
7. Number referred to employment						
8. Number referred to WIA services						

Performance Items	STAFF-ASSISTED SERVICES		
	Current Month (A) RES Participants	Previous Month (B) RES Participants	Programs-to-Date (C) RES Participants
B. REEMPLOYMENT SERVICES PARTICIPANT SUMMARY INFORMATION			
1. Total number of new participants served			
2. Total number of participants served			
3. Number of Veterans served			
4. Number received workforce information services			
5. Number received career guidance			
6. Number received job search activities			
7. Number referred to employment			
8. Number referred to WIA services			
9. Number referred to training, including WIA-funded training			

C. REPORT CERTIFICATION/ADDITIONAL COMMENTS	
Grantee Remarks	
Name of Grantee Certifying Official:	Telephone Number:
	Email:

This reporting requirement is approved under the Paperwork Reduction Act of 1995, OMB Control No. 1205-0474 expiring 11/30/2009. Persons are not required to respond to the collection of information unless it displays a currently valid OMB number and expiration date. Public reporting burden for this collection of information is estimated to average 6 hours per response, including time for reviewing instructions, searching existing data sources, gathering and reviewing the collection of information. The reason for the collection of information is general program oversight, evaluation and performance assessment. Send comments regarding this burden, to the U.S. Department of Labor, Employment and Training Administration, Office of Performance and Technology, 200 Constitution Avenue, NW, Room 8-3036, Washington, D.C. 20210 (Paperwork Reduction Project 1205-0474).