Greater Raritan Workforce Investment Board
Youth Investment Council
FY’08-‘09 Youth Strategic Plan
Final Revision to Draft 4/6/09
# Youth Investment Council Strategic Plan ’08-’09

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Executive Summary

(On January 5, 2009 the Executive Committee of the GRWIB reviewed, approved and made a motion to adopt the following YIC Strategic Plan as an acceptable format and content as a working document.)

(On April 4, 2009 the YIC approved and made a motion to adopt the following YIC Strategic Plan as approved.)

(On May 4, 2009 the Executive Committee of the GRWIB made a motion to adopt the following YIC Strategic Plan as a final approved document.)

The Somerset/Hunterdon Counties Boards of Chosen Freeholders, the Somerset County Department of Human Services, the Greater Raritan Workforce Investment Board and the Youth Investment Council are pleased to present the 2008-2009 Youth Strategic Plan.

The Greater Raritan WIB and the Youth Investment Council continues its efforts to work towards providing services to at risk youth. Interagency collaborations are vital to this effort with the Youth Investment Council leveraging programs and services from both WIA funded and non-funded programs and services. The goal of this plan is to identify the needs of the counties at risk youth and to identify additional resources, gaps and areas of critical concern for improvement for youth programs.

At risk youth face barriers to employment and require a continuum of services as a consequence of educational disabilities, incarceration and a lack of job skills.

To address these needs the following comprehensive plan describes the Youth Investment Council’s vision for workforce development activities and services which cater to at risk youth.

History

The state of NJ has recognized the need to create an integrated coherent system of workforce development programs and services that will prepare NJ citizens with career path employment while meeting labor market requirements. According to the guidelines for Youth Investment Councils “For Youth, this means creating a unified policy and interlocking system of supports that recognizes the unique needs of young people and appropriately prepares them for life-long learning and employment success”.

As such, local Youth Investment Councils have been a key strategy for addressing the special workforce needs of youth in New Jersey. These councils, subcommittees of local Workforce Investment Boards have focused on meeting the needs of New Jersey’s disadvantaged youth. These have included high school drop-outs and those at risk for dropping out; adjudicated youth, youth from limited resource areas and homes and those faced with the challenges of teen pregnancies.
Almost seven years ago the Greater Raritan Workforce Investment Board (GRWIB) and Youth Investment Council (YIC) articulated the following quoted mission and vision for serving the needs of at risk youth that reside in Hunterdon and Somerset counties:

“In order to address the youth issues in Hunterdon and Somerset Counties a youth services system must be established and maintained. The purpose of this system is to expeditiously match all young people, regardless of ability, with the appropriate and responsible options that enable them to prepare for successful careers. This system must also have the capacity to reengage youth that have dropped out of school or are in danger of leaving school before graduating. The system must be an integrated partnership that includes all public and private educators, trainers, employers and support service providers that share a goal of working together to enable all youth to obtain the skills they need to succeed.”

The intention was to build a strategic plan that would identify the changing needs of youth in the areas of career exploration, preparation and support services. In keeping with the requirements under the Workforce Investment Act (WIA) the State Employment and Training Commission (SETC), continues to direct the attention of YIC members on the most vulnerable of at risk youth i.e., Temporary Assistance to Needy Families (TANF), Division of Youth and Family Services (DYFS) and Juvenile Justice Commission (JJC) youth. The mission and vision of the Greater Raritan YIC encompasses the needs of these youth populations and both the WIB and YIC are committed to providing the required leadership to make this vision a reality by providing programs which allow at risk youth to acquire the necessary skills to successfully transition into adulthood, further their education and training while improving their long-term employability. This will be accomplished by engaging in collaborative efforts with stakeholders to identify local needs and gaps in service and to map available resources. In developing this plan the SETC requirements were followed. The Greater Raritan WIC has put a priority on serving disadvantaged youth, who include:

- High school drop-outs and those at risk for dropping out
- Youth involved with the juvenile justice system
- Youth residing in low income areas
- Youth faced with the challenges of teen pregnancy/parenting
Youth Strategic Plan Compliance

The core areas and priorities that are addressed in the strategic plan are to:

- Identify the needs of youth for career exploration, preparation and support services
- Identify the county resources available in the local area to provide services to youth
- Identify strategies for connecting with schools, including middle and high schools, vocational-technical schools, community colleges and four-year colleges and universities.

Eligibility for WIA-Funded Youth Programs

The Workforce Investment Act defines an eligible youth as an individual who is:
- Age 14-21 at the time of registration, and
- Low income, and
- Compliant with Selective Service laws and can provide documentation which demonstrates compliance

Eligible youth must also face one or more of the following barriers to finding work:
- Deficient in basic literacy skills (reading, math)
- School dropout
- Homeless, runaway or foster child
- Pregnant or parenting
- An offender
- An individual (including a youth with a disability) who requires additional assistance to complete an educational program or to secure and hold employment.

Up to five percent of the area’s youth may bypass the income eligibility requirement in a local area if they are in one or more of the following categories:
- School dropout
- Basic skills deficient
- One or more grade levels below the grade level appropriate to the individual’s age
- Pregnant or parenting
• Disabled, including learning disabled
• Homeless or a runaway
• Face serious barriers to employment as identified by WIA Policy

**Out-of-School Youth**

WIA currently requires that at least 30% of total youth expenditures in a local area must be used to provide services to out-of-school youth with 70% of funds serving in school youth. However, the Greater Raritan WIB and the Youth Investment Council can make a determination to serve more out of school youth.

WIA defines an eligible out-of-school youth as:
- A school dropout, or
- A youth who has either graduated from high school or holds a GED but who is basic skills deficient or unemployed or underemployed.

The target audience is further defined as follows:
- Younger Youth – Age 14-17
- Older Youth - Age 18-21

**Youth Services Program Design**

When defining requirements for youth programs they must be designed to:
- Provide an objective assessment of each youth participant, including a review of the academic and occupational skill levels as well as the service needs for each youth.
- Develop an individual service strategy for each youth participant, including identifying an age appropriate career goal.
- Ensure that academic and vocational training is linked.
- Youth must be served at minimum by a 10 month program.

**Ten Youth Program Elements**

There are ten program elements or services that must be available to youth in Somerset and Hunterdon counties. Through WIA funds the WIB is responsible for allocating its’ resources with youth providers to ensure that all of these elements are available to young people if they are needed. Youth are not required to use all of these services but they must have access to them. Further all the services do not have to be paid with WIA
funds. If services are being paid for by some other source, they must be linked to the One-Stop system.

The basic youth services are:

1. Tutoring, study skills training and instruction leading to secondary school completion, including drop-out prevention strategies.
2. Alternative secondary school services.
3. Summer employment opportunities directly aligned to academic and occupational training.
4. Paid and unpaid work experiences, including internships and job shadowing.
5. Occupational skills training.
6. Leadership development opportunities offered during non-school hours, which may include community service and peer centered activities, encouraging responsibility and other positive social behaviors.
7. Support services such as transportation, child care and housing.
8. Adult mentoring, concurrent with program participation and a time period subsequent to participation, for a minimum of 12 months and a maximum of 24 months.
9. Follow-up services for a minimum of 12 months and a maximum of 24 months.
10. Comprehensive guidance and counseling, including drug and alcohol abuse counseling, as well as counseling referrals.

**Planning Process**

The Youth Investment Council consists of members as designated by the Greater Raritan WIB. In addition community providers and youth services staff from both counties were encouraged to participate. Members were selected for the committee based on their expertise in certain specialized areas serving at risk youth. Both Somerset and Hunterdon counties share strong linkages among collaborating partners in order to maximize both program and financial resources while creating a continuum of services to all eligible youth. This current updated strategic plan is the result of the collaborative effort of the following Youth Investment Council members.

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Program Coordinator
Greater Raritan WIB, Somerset County Department of Human Services

Janet Perantoni
Dean Corporate & Continuing Education
Greater Raritan One-Stop
Raritan Valley Community College

Wendy Packard
Greater Raritan One-Stop Career Center Operator
Raritan Valley Community College

In developing this plan the following national trends were reviewed to benchmark the needs and goals of critical concern regarding youth in Somerset and Hunterdon counties and the growing need to reach a larger number of youth in the Greater Raritan area.

National Trends in Unemployed and Out of School Youth

According to the Annie E. Casey Foundation an estimated 3.8 million youth age 18-24 are neither employed nor in school. This accounts for 15% of all adults. From 2000 to 2004 the ranks of these disconnected young adults grew by 700,000.

(Source: Annie E. Casey Foundation 2004 Kids Count Data Book)

From 1990-2000, high school completion rates declined in all but seven states and the rates of students dropping out between 9th and 10th grades increased.


Certain demographic groups showed a greater risk of dropping out of school. African American students had a graduation rate of 70%, the lowest of racial and ethnic groups identified; the other student groups graduated at the following rates: American Indian, 51%; Latino, 53%; White, 75%; and Asian/Pacific Islander 77%.


In school year 2000-2001, high school students from low-income families dropped out of school six times the rate of their peers from higher-income families. In SY 2000 – 2001, only 4.6% of persons with disabilities ages 14 and older graduated with standard diplomas while 41.1% dropped out.


When youth drop out of school our nation and society at large face multiple negative consequences. Three-quarters of state prison inmates are drop-outs. Drop-outs are more likely than high school graduates to be incarcerated in their lifetime.
The earning power of dropouts has been in steady decline over the past thirty years in the United States. In 2001, only 55% of young adult drop-outs were employed.

Drop outs are more likely to rely on public assistance than those with a high school diploma.

Clearly out-of-school youth are at a deficit due to a lack of schooling and by the environmental and socioeconomic challenges they face. In order to overcome these obstacles they require extended support systems.

The purpose and intent of this strategic plan is to develop programs to reengage out-of-school youth in Somerset and Hunterdon counties by reconnecting them to job skills and training to enable them to have useful and productive lives. The Greater Raritan Workforce Investment Board has a network of resources that can benefit at risk youth. This encompasses traditional public schools, recovery focused schools, alternative school settings, community colleges, adult education and other social service programs with employment training serving as the key factor to success.

### Demographic Data

When developing the new strategic plan the Greater Raritan WIB Youth Investment Council Planning Committee reviewed the demographic profiles of each County and assessed the existing relevant programs and services which are available for the targeted youth. The following provides an overview of these programs by respective county.

### Hunterdon County

**Demographic Youth Profile**

Hunterdon County is the 8th largest county in New Jersey at 430 square miles, but is the 4th smallest in total population, at 130,783, per the 2006 U.S. Census Bureau estimates. Many parts of Hunterdon have retained a rural quality; however, the county has seen significant growth in overall population in the past decade. According to the U.S. Census Bureau’s total population estimates, between 2000 and 2006, Hunterdon County has been growing at a rate (7.2%)
nearly double that of the state (3.7%), however the youth population, ages 10 to 19 years, has grown by (13%).

As in the previous decade, the county’s racial and ethnic demographics continue to steadily change. The composition of Hunterdon continues to be primarily White (89.5%); however, the growth rate of other populations is considerably higher. According to census estimates, while the White population has increased by 3.8%, the Black population has increased by 25.6%, the Hispanic population by 51.6%, and the Asian population by 78.4%. Hunterdon County recognizes the need for community education within the Hispanic population and advocates for sponsors of Cultural Diversity Training opportunities within the county and has reached out to Faith-Based organizations to develop partnerships to assist individuals with special needs within their communities.

The myth still exists that youth in affluent areas such as Hunterdon County do not experience the same issues, problems and obstacles to self-sufficiency as youth in poverty stricken urban environments. Over the past several years the children and families system of care has been in transition impacting the services and resources available to youth. This transition has affected youth involved in the sectors of mental health, substance abuse, juvenile justice, Developmentally disabled, Division of Youth and Family Services (DYFS), Temporary Assistance to Needy Families (TANF).

Hunterdon County remains one of the wealthiest counties; according to U.S. Census statistics. However, the population of vulnerable residents continues to grow and must not be overlooked. In 2006 3.5% of the population lived below the federal poverty level (an increase of 46% from the year 2000.) For those who did not complete high school the percentage jumps to 24.3%. In addition because the Census uses the federal poverty level rates which are considered to be extremely low, the number of people truly struggling to make ends meet in Hunterdon is underrepresented in their statistics on poverty. Although there may be less at risk people in Hunterdon (relative to other parts of the state), it does not diminish the needs of those who may need support and assistance.

In 2007, The Hunterdon County Division of Social Services had an annual caseload of approximately 3,000 individuals. This is up 20% from five years ago. There were 754 new applications for Food Stamps, 139 new applications for TANF, and 332 new applications for General Assistance. TANF cases have jumped 80% and GA cases have jumped 71%.

The following is a statistical snapshot for Hunterdon youth;
<table>
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<tr>
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<tbody>
<tr>
<td>School Enrollment</td>
<td>22,841</td>
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<td>School Drop Outs</td>
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<td>38</td>
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<table>
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<tr>
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<tr>
<td>Children receiving TANF</td>
<td>62</td>
<td>137</td>
</tr>
<tr>
<td>Children receiving Food Stamps</td>
<td>190</td>
<td>397</td>
</tr>
<tr>
<td>Children in Out of Home Placements</td>
<td>64</td>
<td>39</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>2003</th>
<th>2006</th>
</tr>
</thead>
<tbody>
<tr>
<td>Juvenile Arrests</td>
<td>391</td>
<td>459</td>
</tr>
<tr>
<td>Juvenile Detention Places</td>
<td>36</td>
<td>57</td>
</tr>
<tr>
<td>Total Bed Days</td>
<td>1028</td>
<td>1444</td>
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The Youth Services Commission (YSC) recently completed its plan for serving the needs of at risk youth. The YSC identified the following service needs/gaps and strategies that would strengthen the County’s continuum of care in serving the targeted youth population identified by the YIC;

- Truancy Prevention- First define what constitutes truant behavior, work with Superintendents to implement a policy to address truant behavior within all schools and provide resources to address and reduce truancy.
- Transitional Program for 18-21 year olds that addresses basic life skills, transition from high school to college or high school to the workforce.
- Drop out Prevention- A true definition for school "Drop Out" that is consistent across the County School system.

Profile of Hunterdon County’s Programs and Services
The Youth Services Commission planning process identifies services and resources in three categories; prevention programs, diversion and alternative programs and aftercare programs.

**Prevention Programs:** This strategy assembles community resources to address at risk youth needs prior to involvement with the juvenile justice system. Strategies include Delinquency Prevention programs such as School-based Youth Services, Substance Abuse Prevention Programs, Ongoing Groups for Parents and Youth, Junior Police Academies, and Supervised Recreation. The County’s Behavioral Health Program, Parent Education Program, Drop-In Centers and In-Home Counseling Programs are examples.

**Diversion & Alternative Programs:** These strategies provide an alternative to incarceration for at-risk youth who come in contact with the juvenile justice system. Some programs are more restrictive than others. Programs include: Family Court Diversion Programs, Law Enforcement Diversion Programs, Detention Alternative Programs for Pre- and Post-Adjudicated Youth, and Family Crisis Intervention. Services range from Intensive Juvenile Counseling, Station House Adjustment, Home Detention Monitoring Program, Shelters, Residential Services, Substance Abuse Programs, Sex Offender and Anger Management Groups.

**Aftercare Programs:**
These programs provide a continuum of care for at risk youth post incarceration. Similar to the program elements described above, these programs also focus on transitional programming such as programs specifically for females, multi-disciplinary team/client specific services and any other specialized services to address re-entry back into the community.

In addition, Hunterdon County has a network of youth serving organizations and agencies that serve the needs of at risk youth. This network provides a range of educational, employment, and social service options and programs. Highlighted below are two programs.

**School Based Youth Services Program**

The School Based Youth Services (SBYS) Program established through the Hunterdon County Department of Human Services funding in 1988 is under the auspices of Hunterdon Behavioral Health housed at the Hunterdon Medical
Center. The program provides mental health and family counseling, health and employment services. The program is funded by 13 schools in the Hunterdon Central district with the remaining funds available through Hunterdon County. The School Based program provides a variety of intervention services to youth at risk who attend school at designated school based sites throughout the County. Services are provided for youth who struggle to manage emotional, behavioral and/or addictions issues that impede their healthy function in school and/or in the community, as well as those who might benefit from preventative interventions and strategies. The School Based Program provides one stop shopping for comprehensive physical and mental health services including: counseling, life skills training, employment, learning support, recreational opportunities, pregnancy prevention, substance abuse education, case management and other social services.

**Employment Transition Solutions**

The Employment Transition Solutions (ETS) program assists students with special needs to identify and secure employment opportunities, learn the expected skills and job duties as well as refined social skills necessary to obtaining successful employment. The program serves students with special needs who range in age from 15 to 21. The ETS program is funded through North Hunterdon High School with Hunterdon County contributing $10,000. The students with special needs are initially assisted by the program coordinator and helped with the required skills necessary to gain employment. Through the help of an ETS mentor, the students learn how to master the tasks that are expected of them by their employer. The ETS mentor helps the mentored employees to develop their job readiness and interpersonal behaviors required in their specific employment situation. Initially, the ETS mentor “shadows” the student in their job, noting the skills that need to be enhanced. The ETS mentor, under the direction of the program coordinator, works with the mentored employee to develop those skills. As the mentored employee progresses, the ETS mentor reduces the time spent with the mentored employee until the student can work independently. As an added benefit, the student employed as the ETS mentor has the opportunity to gain valuable experiences such as advocacy skills, problem solving, and employee relations that will help them in their future endeavors.

**Educational Service Commission**

Hunterdon County ESC Schools have been in existence for over 2 decades. Over the years of operation, HCESC has established a presence in both Northern and Southern ends of Hunterdon County. HCESC also services school districts in Warren, Mercer, Somerset, and Middlesex Counties.
HCESC offers academic programs in both special education and alternative education in grade levels preschool-to-adult. HCESC continues to support the mission in diversifying programs and services that range from a comprehensive academic education program for special learning needs school-aged students, an alternative education experience for at risk youth, to an active continuing education program for adults through the HCESC Adult Education. HCESC also offers community services through Adult Basic Education programs which provide ESL/GED services.

Highlights of programming at both ESC Academy at Tewksbury and ESC School at West Amwell include challenging academic programs that provide supports so students can be successful, individualized behavior programs so that students achieve self-control and increased self esteem and individualized work experiences that lead to post high school employment or college. The goal is to assist and support students so that they can ultimately return to their sending district and graduate with that schools’ high school diploma.

Somerset County

Demographic Youth Profile

Somerset County is the second fastest growing county in New Jersey. The population has grown over the past 10 years at a rate that is faster than anywhere else in the state, approximately 23.8% from 1990-2000.

While primarily viewed as an affluent County, it is also experiencing a significant influx of immigrants requiring supportive services and is now experiencing similar urban issues to the faster growing communities. The county is becoming more diverse. The Asian population has doubled and the African American population has increased by 50%. The number of Hispanic residents has increased nearly three times and now represents almost 9 percent of the population. A language other than English is spoken at home by 23% of the population. This trend has created a need for the County, municipalities and non-profit agencies to modify their outreach, to create new programs, and to provide bilingual staff.

(Source: 2005-2009 Somerset County Department of Human Services Consolidated Plan)

The highest concentration of Hispanics (Latinos) 43.6% lies in Bound Brook, second is North Plainfield with a Hispanic population of 42.6%, third is Somerville with a Hispanic population of 20.5%, and last is Franklin with a Hispanic population of 10.4%. Franklin has the highest African American population of 30.8% of the municipal population, second is North Plainfield with
15.9%, and last is Somerville with 15.3%. The other minorities such as Asians, Pacific Islanders, and Indian are also increasing in the county. In 2005, Hispanics and other minorities (Asian Indian, Chinese, Filipino, Korean, Vietnamese, and other Asians) outnumbered African Americans in the County. This implies that there is and will be a greater need for bilingual staff (Polish speaking in Manville, Spanish, Indian, Chinese, Japanese, Filipino, Vietnamese, and African language speaking and other dialects in the rest of the County).

(Source: Somerset County Human Services Priority Population Plan 2005-2010)

Economic growth has affected the population in many ways. Despite the many affluent people living in the county there is an ever increasing poverty rate from 2.6% in 1990 to 3.8% in 2000. It was estimated that the effective poverty rate (200% Federal Poverty Level, Real Cost of Living) in 2003 was 10.9%.

(Please refer to the following 2008 Federal Register Poverty Guidelines)

The cost of living in this county surpasses earnings in Somerset County. The population of the children in the county continues to rise despite the decline in the number of children nationally.

(Source: Somerset County Human Services Priority Population Plan 2005)

<table>
<thead>
<tr>
<th>PERSONS IN FAMILY OR HOUSEHOLD</th>
<th>48 Contiguous States and DC</th>
<th>ALASKA</th>
<th>HAWAII</th>
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<tr>
<td>1</td>
<td>$10,400</td>
<td>$13,000</td>
<td>$11,960</td>
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<td>2</td>
<td>14,000</td>
<td>17,500</td>
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<td>3</td>
<td>17,600</td>
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<td>20,240</td>
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<td>4</td>
<td>21,200</td>
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<td>8</td>
<td>35,600</td>
<td>44,500</td>
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</tr>
<tr>
<td>For Each Additional Person Add</td>
<td>3,600</td>
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</table>


Since the tragic events of September 11, 2001 many people lost their jobs. Hurricane Floyd in September of 1999 brought damage to 10 municipalities in the county. Many businesses were destroyed and heavily damaged. The municipalities of Manville and Bound Brook were heavily flood damaged especially in the areas where the working poor minority populations reside. In
Somerset County, as reflected in the rest of New Jersey there is a great disparity between the wealthy and the poor. According to the 2003 Census Bureau estimate, immigration was the largest component of population change and it accounted directly for more than half (54.3%) of the County’s population increase (about 2,300 more foreign born residents arriving than leaving since July 2000).

(Source: Somerset County Human Services Priority Population Plan 2005-2010)

Franklin and Somerville have the highest number of WorkFirst and Food Stamp recipients. About 40% of WorkFirst and TANF recipients live in Franklin. North Plainfield, Bound Brook and Manville follow in numbers of WorkFirst and Food Stamp recipients.

In 1999 there were 199 adults and 539 children from families receiving TANF. During the same year there were 214 adults receiving Food Stamps and 451 Children. In January 2005 these numbers have increased considerably. There were 264 adults and 634 children on TANF with 2,188 adults receiving Food Stamps and 1,541 children respectively. As of January ’05 TANF adults have increased by 32% with TANF Children increasing by 18%. The growth of Food Stamp adults and children is remarkable with Food Stamp adults increasing by 1,974 and Food Stamp children increasing by 1,090 in 2005.

The increased number of adults and children requiring public assistance (TANF and Food Stamps) reflect the cultural and demographic changes in the county. It is projected that given the current economic climate and recession of 2009 the demographic and socioeconomic profiles of Somerset County residents will undergo dramatic changes.

<table>
<thead>
<tr>
<th></th>
<th>TANF Adults</th>
<th>TANF Children</th>
<th>Food Stamp Adults</th>
<th>Food Stamp Children</th>
</tr>
</thead>
<tbody>
<tr>
<td>1999</td>
<td>199</td>
<td>539</td>
<td>214</td>
<td>451</td>
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<tr>
<td>2005</td>
<td>264</td>
<td>634</td>
<td>2,188</td>
<td>1,541</td>
</tr>
<tr>
<td>% Increase</td>
<td>33%</td>
<td>18%</td>
<td>922%</td>
<td>242%</td>
</tr>
</tbody>
</table>

(Source: Somerset County Human Services Priority Population Plan 2005-2010)

The TANF roles that were once on a decline in the county in 1999 are now on the rise due to the economic slump. Many enter work in low wage jobs which cannot pay for basic need living expenses. According to Census 2000 there are over 19,000 or 17.9% low income or below poverty level households in Somerset County.
In line with the increase of the working poor and immigrant populations there is a need for public transportation in the most indigent areas of the county. According to the 1998 Somerset County Transportation plan, it was estimated that 32% of the Temporary Aid to Needy Families (TANF) recipients participating will require transportation to get to employment related activities. Individuals and households with the characteristics of typically associated with the need for public transportation services are concentrated in the Somerset County communities of Bound Brook, Manville, North Plainfield, Raritan, Somerset (Franklin Township), Somerville and South Bound Brook.

These statistics should be viewed alongside locally collected data from the Somerset County Youth Services Commission in consideration of the number of youth which need to be served through the WIA funds. The Somerset County Youth Services Commission has ongoing efforts planning for youth at risk of or already involved with the juvenile justice system. Over the past several years, the Office of Youth Services has revamped its system and process of identifying, serving and tracking at risk youth as well as the services they receive, to better target the most appropriate services to the youth most in need.

**Municipal Youth Services Commissions:** This network was established throughout the County as initial points of planning and intervention for at risk youth thus allowing for locally developed strategies to meet the specific community needs.

**State Mandated Comprehensive Plan:** Each county Youth Services Commission is mandated by statute to complete a comprehensive planning process every three years. The following statistical information comes from that planning process:

There was a six percent (5.7%) increase in the number of adolescent males from 2003 to 2006, going from 18,077 to 19,112. The growth in the adolescent female population was greater than that of the males at nearly seven percent (6.8%). The total number of females grew from 16,991 in 2003 to 18,143 in 2006.

The percentage of adolescent males and females to the total population remained consistent over the four years with a two percent (.2%) decrease in the male population and a two percent (2%) increase in the female population. The male population continues to represent slightly more than half of the total population (51.3%).

The number of juvenile arrests increased by nearly six percent (5.8%) from 2003 to 2006, going from 1,615 in 2003 to 1,709 in 2006. The rate per 100 youth has remained fairly consistent over the time period at forty six percent (46.1% in 2003 and 45.9% in 2006).
Eighty four percent of the Somerset County youth arrested in 2006 committed non-violent offenses. If weapons offenses and violent offenses are considered in a broader category of violent offenses, then sixteen percent (16%) of the arrests were for the commission of a violent offense. Between 2003 and 2006, thirty two percent (32.6%) more youth were arrested for all other offenses. There was a twenty six percent (26.3%) increase in the number of youth arrested for committing a Special Needs Offense. Ten percent (10%) more youth committed an offense that involved a weapon. The increases in the number of youth arrested for Public Order and Status Offenses and Violent Offenses reflected a small increase at four percent (4%) and two percent (2.2%) respectively.

The number of school based incidences increased by sixteen percent (16%) from the 2001-2002 school years to the 2005-2006 school years. More than half of the school based incidences in the 2005-2006 school year were violent (59%). If incidences of vandalism and firearms are added to the reports of violence, then more than three-quarters of the school based incidences were violent in nature (83%).

Since the 2001-2002 school year, ninety percent (90%) more youth are bringing firearms to school. It represents an alarming increase over the course of five years. Youth in school are more violent at a reported thirty percent (36%) increase. Reports of incidents of substance abuse increased by seventeen percent (17%).

There was a twenty-five percent (25%) decrease in the reports of vandalism over the five school years. It would suggest that youth are more violent towards each other than with school facilities.

The total school enrollment in Somerset County increased by five percent (5%). At the same time, the total number of dropouts increased by thirteen percent (13%). The number of dropouts increased at a rate nearly three times more than the total school enrollment.

More children were at risk in Somerset County in 2006 than there were in 2003. While there was a one percent (.9%) decrease in the number of children receiving AFDC or TANF over the three years, there was a forty six percent (46.2%) increase in the number of receiving Food Stamps. There was a similar increase in the number of substantiated cases of child abuse since 2003. There was also a four percent (3.7%) increase in the number of babies being born to teens ages 10-19.

**Adolescent Information Forms:** The Adolescent Information forms are used by all agencies in Somerset County referring to or providing services to at risk youth. The data collected on individual at risk youth ranges from personal and demographic information, group affiliations (e.g. TANF, DYFS, and or JJC) to referrals and...
information strategies. Adolescent Information Form data is recorded on a statistical data base, and forms the basis for planning and determining the emphasis of services (See Appendix 2).

Reports from the database can be retrieved by the County Office of Youth Services based on any of the categories of information collected. The following information was reflected in the AIF reports completed by the Division of Youth and Family Services for the Calendar Year 2007.

**Adolescent Information Form Report: Youth Who Reported a Face to Face Contact with DYFS**

The total number of clients accessing DYFS services was 468. Of the 468 half of the youth were males and half of the youth were females. They were predominantly white (40%) with Hispanic/Latino at twenty-five percent and African American at twenty-four percent. The remaining 12% were of other ethnicities.

Twenty percent of the 468 DYFS clients were under the age of 14 and lived in Franklin Township (26%), Hillsborough Township (12%), Bridgewater Township (11%) and North Plainfield (10%).

School was the primary referent at twenty-eight percent, followed by police at twenty-six percent. Twelve percent were referred by a family member or friend and twelve percent were referred anonymously.

Slightly over half of the youth were attending a traditional public school program at the time of intake, while eleven percent reported that they were enrolled in school, but not attending. Sixty two percent reported that they were not classified students.

Nearly all of the clients (98%) indicated that they were living at home with either their biological parents (54%) or in a single parent family (24%). Two thirds of the clients reported no previous contact in the system while one third indicated a prior contact with DYFS.

The top contributing factors for referral were physical abuse (19%), lack of supervision/neglect (16%) and family child conflict (11%). In addition to physical abuse (28%) and lack of supervision (23%), domestic violence (10%) was reported as a primary reason for referral.
Adolescent Information Form Report: Youth who had a Face to Face Contact with Detention, Home Detention, Family Case Management (court), Police, and Probation

The total number of clients in the areas indicated above was 451. Of the 451 three fourths of the clients were male and one fourth was female. Half of them were white (54%) and twenty-five percent were African American. Fifteen percent were Hispanic/Latino.

They ranged in age from 15-18 with the following frequency: 17 (29%), 18 (25%), 16 (17%), and 15 (14%). They were living in Franklin Township (18%), Hillsborough Township (11%), Bridgewater Township (10%) and North Plainfield (9%).

Two-thirds of the clients were referred by police/law enforcement and one third was referred by the Family Court. Forty-seven percent had a face to face contact with Family Case Management, twenty-four percent with detention/corrections, twenty-three percent with Probation and six percent with the Home Detention program.

Two thirds of the youth attended a traditional public school at the time of intake and were in the tenth (25%) and the eleventh (31%) grade. Nearly half of the clients (48%) reported no special education classification.

Three quarters of the clients (79%) indicated that they were living at home at the time of intake while eighteen percent indicated that they were living in detention. Fifty-one percent of the clients reported that they were living with biological parents while thirty-three percent reported living in a single parent family. Forty-four percent reported that they were not employed. This represents approximately 200 youth reporting being unemployed.

Forty-three percent of the clients reported that they had no previous contact with the system, while twenty-six percent said they had previous contact with Probation and Family Case Management. Delinquent act was the most reported contributing factor for referral at thirty-nine percent.

Adolescent Information Form Database: Youth Reporting Lack of Employment Skills as a Contributing Factor for Referral
The total number of DFYS clients who reported lack of employment skills as a contributing factor for referral was 286 or 63%. Of the 286 fifty-three percent of the youth were male and forty-seven percent of the youth were female. They were predominantly African American at forty-three percent and twenty-six percent of the clients were either White or Hispanic/Latino. They were 17 years old (23%), 16 years old (22%), 18 years old (17%) and 15 years old (16%), living in Franklin Township (36%), Bound Brook (12%) or Somerville (14%).

The primary source of referral was Twilight (54%), School (14%) and Probation (8%). The clients at intakes at the Twilight program (31%), Alternatives (Linkages) (30%), Family & Community Services (Linkages) (11%) and Pathways (Linkages) (10%). Slightly over half of the clients were enrolled in a traditional public school while twenty-two percent reported that they were attending a special program in a public school. They were in the tenth grade (26%), ninth grade (23%) and eighth grade (22%).

Ninety percent of the youth were living at home with single parents (53%) and biological parents (30%). Eighty-three percent of the youth were not employed at the time of intake.

One fifth (20%) of the clients reported previous contact with outpatient mental health services, while seventeen percent reported no previous contact with the system, fourteen percent reported contact with probation and eleven percent reported contact with DYFS.

The most significant contributing factors for referral to DFYS were lack of employment skills (15%) and Lack of Independent Living Skills (12%). Seventy percent (approximately 200 youth) reported a lack of employment skills as the primary reason for referral.

Profile of Somerset County’s Programs and Services

Prevention Programs: This strategy marshals resources at the municipal level (municipal youth services commissions) to address at risk youth needs prior to involvement with the juvenile justice system. Strategies include Delinquency Prevention programs such as School-based Youth Services, In-Home Truancy Prevention Program, Juvenile Fire Setters Assessment and Treatment Program, Parenting and Family Education Program, Intensive and Comprehensive Therapeutic Recreation Program. Vocational/Life Skills Education for At Risk Youth and Services for Dually Diagnosed (i.e. Mental Health Needs and Substance Abuse Programs) are an example.

Diversion & Alternative Programs: These strategies provide a community based alternative to secure confinement for at-risk youth who come in contact with the juvenile
justice system. Some programs are more restrictive than others. Programs include: Family Court Diversion Programs, Law Enforcement Diversion Programs, Detention Alternative Programs for Pre- and Post-adjudicated Youth, and Family Crisis Intervention. Services range from intensive juvenile counseling, Station House Adjustment, in-home and bracelet programs, shelters and residential services, among others.

Re-Entry Programs: These strategies provide a community based alternative to secure confinement for at-risk youth who come in contact with the juvenile justice system. Some programs are more restrictive than others. Programs include: Family Court Diversion Programs, Law Enforcement Diversion Programs, Detention Alternative Programs for Pre- and Post-adjudicated Youth, and Family Crisis Intervention. Services range from intensive juvenile counseling, Station House Adjustment, in-home and bracelet programs, shelters and residential services, among others.

School Based Youth Services Program

The Youth Services Commission identifies services and resources in three categories; prevention programs, diversion and alternative programs and aftercare programs.

Prevention Programs: This strategy marshals resources at the municipal level (municipal youth services commissions) to address at risk youth needs prior to involvement with the juvenile justice system.

Aftercare Programs: These programs provide a continuum of care for at risk youth post incarceration. Similar to the program elements described above, these programs also focus on transitional programming such as programs specifically for females, Dually Diagnosed (i.e. Mental Health Needs and Substance Abuse Programs)/Client Specific Services (including sex offender groups) and parenting Programs in Preparation of a Youth’s return from incarceration.

School Based Youth Services Program “Linkages”
The Somerset County Vocational & Technical School in Bridgewater is the lead agency of the County’s only School Based Youth Services Program (SBYSP) which is called “Linkages”. The program was brought into the school in 1988 by the State Department of Human Services. The program is now under the auspices of the State Department of Children and Families (DCF). Linkages provides an array of services to all students that attend the Vo-Tech High School including those in its alternative high school program (TOPS) and those in its after school and summer Twilight Programs. Using DCF funds, the district subcontracts with six community agencies to place one of their staff members at the school year round, usually full time, to provide the services of their agency.
unduplicated services limited abuse, and Somerset this Somerset received Twilight abuse received free health care; life skills education; job placement/follow-up, and recreation. In the 2006-07 school years, the program worked individually with 593 unduplicated students. The program also provided recreational activities and services to approximately 10,000 students (this latter number is a duplicated count). A breakdown of these services shows that 104, of the 593 students received employment services, 395 students received learning support; 39 received medical care; 341 received mental health services; 75 received substance abuse services; 125 received pregnancy prevention; and 46 received preventive health services.

Twilight Program

The Twilight Program is located at Somerset County Vocational Technical High School in Bridgewater. It has been in operation since 1984. It is a vocational/academic skills training program for Somerset County youth 14 to 21 years of age. The population served includes high school drop-outs, those at-risk of dropping out, court-ordered youth, pregnant teens, and single teen parents. The majority of referrals made to the program are made by middle and high school guidance counselors, child study team members and school administrators from schools throughout the county. Additional referrals come from parents and the youth themselves as well as agencies that include DYFS, FCIU, Probation, Middle Earth, Catholic Charities, ARISE, the Board of Social Services, and the various shelters in the county. The program has a school year and a summer component. The school year component begins the first school day in October and runs until the middle of June. It is an open entry/open exit program with admissions restricted after mid-to-late April. The program operates Monday through Thursday from 3:00 PM until 5:00 PM. Transportation to the program is provided by a few school districts (Franklin and Bound Brook). Youth who do not attend school in those districts must provide their own transportation to the program. The program is able to transport all the students home. While at the program youth receive hands-on instruction in the shop of their choice. Typically shops offered include auto-body, cosmetology and office occupations. Depending on individual needs, Twilight youth are pulled from their shop during the week to receive instruction on HSPA (High School Proficiency Achievement Exam) preparation, GED (General Equivalent Diploma) preparation, SAT
(Standard Achievement Test) preparation, or to receive tutoring with their homework assignments. They all receive case management and have access to counseling and support services all of which are provided by the Linkages School Based Program. Students can receive proficiency based high school credits for their participation in their shop. The credits will apply toward their high school graduation requirements. This is a real benefit particularly to students who have fallen behind in accumulating their high school credits and who may be considering dropping out of high school for this reason.

Applications for the Summer Twilight Program component are accepted each year from May until mid-June. Students are notified of their acceptance into the program in late June. The program then operates during the month of July, Monday through Friday from 8:30 AM until 1:00 PM with the exception of the 4th of July holiday. Each day the program transports the students to and from the school by school bus. Once at the program, the students spend their day in the shop of their choice. In the summer of 2008 shops offered included auto body, auto mechanics, culinary arts, cosmetology and health occupations. Students are pulled from their shop 40 minutes per day, four days a week for academic skills instruction that alternates daily between mathematics and language arts. The fifth day in the week they attend one hour workshops provided by Linkages School Based Program staff or the district’s resource officer. Linkages staff also provides case management services to all the students and provide counseling and other support services as needed. The students have a half hour lunch period and a free lunch prepared by the culinary arts students is provided. All students also receive a stipend for the four hours per day they spend in training. Linkages staff follow-up on the students both to help ensure they return to school in the fall and to provide assistance to them, if needed, as they progress through the following school year. In 2007, a total of 139 students participated in the summer and school year components of the Twilight Program. Of those, 92% (128) were successful in that they returned to school, entered college or a training program, attended a GED preparation class, entered the military and/or became employed after leaving the program. In 2008, 66 students participated in the summer program.

Greater Raritan WIB Programs serving SETC Targeted Youth Populations

The Greater Raritan WIB approved youth providers for the 2006-2007 and 2007-2008 WIA funding are Middle Earth and the Center for Educational Advancement (CEA). Both programs have long histories and successful records of serving the at risk youth
populations within the two counties. Details of their program outcomes are contained in Appendix 1 through Appendix 4.

**Middle Earth Employment Readiness Program**

**Program Description**

Middle Earth’s mission is to provide prevention, intervention and crisis services that enable youth to develop into responsible and productive members of the community.

Through WIA funds, clients are provided with the necessary tools and resources to improve their academic and employment skills. Assessments are conducted to determine their academic levels, basic skills, and employability. Other services include educational options, tutoring, vocational training and, leadership development opportunities. The youth served by Middle Earth are linked to local and regional employers, job openings, internships, and job shadowing experiences. Youth are provided with leadership development opportunities during non-school and after school hours to encourage responsible and positive social behaviors.

**Program Design**

An Individual Service Strategy (ISS) is developed, implemented and evaluated on a regular basis. Results from the initial objective assessment will be incorporated into the ISS. Middle Earth provides leadership development through the use of community service and character development. Biweekly groups are held to discuss employment, academic and life skills related topics.

**The Objective Assessment**

Each client is assigned a Case Manager (CM) who is responsible for obtaining the required documentation for the objective assessment. Once in the program the CM provides the youth with a program orientation. An objective assessment of academic levels, skill levels, and service needs is conducted to identify the needs of the youth. All youth develop an Individual Service Strategy (ISS), which includes the youth’s goals and objectives related to education, employment, and other services as identified in the assessment. Supported services are identified, as well as career development and planning and leadership development activities. Each youth works one-on-one with the Case Manager. Field trips are arranged to colleges and other educational institutions. Community service opportunities are made available to all youth participating in the program. Projects are performed once a week and will include tasks such as serving lunch, raking leaves for the elderly, compiling mailings for the United Way and the 4H Fair.
The objective assessment is incorporated into the youth’s ISS, which is developed during the first week of the program by the CM, the youth, and help from the referring party, as appropriate. The ISS includes educational, occupational/vocational, and support service goals and objectives in detail in order for the youth to successfully complete the program and become marketable in the community. The Case Manager and the youth review the ISS on a regular basis to measure the progress and to make the necessary changes to the ISS.

**Industry-Based Recognized Credential Program:**
The Case Manager works with youth to identify an appropriate industry-based and recognized credential program. All youth who do not have their high school diploma or GED will re-evaluate their educational path within the ISS. The CM will include post secondary education and/or employment the youth’s ISS. Participating training and educational institutions include but are not limited to: Raritan Valley Community College, the Somerset County Business Partnership, Somerset County Association of Young Professionals (SCAYP) and the SCVTHS. This program utilizes the services of the Twilight Program and the Tops program. These programs are located at the vocational/technical high school in Somerset County. The Twilight Program youth vocational training, job readiness, employability skills and job placement.

It is anticipated that once the youth enrolled in the program will be that they will learn basic skills, occupational skills, work readiness, leadership skills, and career development. Youth can then re-enter school, obtain their diploma, GED or equivalent, be employed and earn wages.

Comprehensive services are offered in cases such as drug and alcohol abuse including: mentoring, peer support, guidance and counseling. Referrals are made to various social service programs including employment/vocational/occupational training, transportation, and supervision. Each service is tailored to the individual needs of the client.

**Center for Educational Advancement**

**TEAM Youth Program**
The Center for Educational Advancement (CEA) is a not-for-profit agency that has provided vocational services to the Somerset/Hunterdon communities for 35 years.
Other services include: education, job readiness and support services for individuals with varying disabilities and disadvantages to work.

CEA offers a variety of programs such as office technologies and food service. The programs utilize a format tailored to specific needs and abilities. Building trades and building maintenance experiences are also available for evaluation and exploration. Through community employment services individuals have opportunities for on-the-job experiences, job coaching, and job placement in additional areas of exploration. CEA also operates Spring Run School (SRS), which in conjunction with the employment and placement programs, provides secondary special education along with vocational and transitional services to disadvantaged youth age 14-21.

The primary service strategy of the TEAM Youth Program funded through the WIA youth money is a ten day core program followed by a ten week period of intensive program options, job placement services. A full year of follow-up services is provided after the 12 weeks of the program. The ten day period has goals to connect with youth, and guide them towards forming long term, individual goals. Youth will receive a stipend for successful completion.

Initial services are provided to youth in a ten day intensive core program of vocational assessment, career exploration, and work readiness. Individuals have initial goal setting activities. The core program has fast paced, structured, youth friendly activities that provides basic work exploration, knowledge of job search strategies and activities to build realistic work expectations and habits. The TEAM members receive practical help and assistance. Each day ends with a wrap up, lead by a youth, for leadership development.

On the final day of the two-week core program, youth are assisted in developing a vocational goal tailored to their ability, and can consider additional intensive programming for up to a 10 week period. Services include the following options, all of which offer a stipend:

- A more comprehensive vocational evaluation
- Onsite paid training in one of CEA’s vocational program areas
- Paid community on-job-experience through CEA
- Immediate work with placement counselor to secure permanent employment
- Job coaching in a permanent community job
- Primary focus on basic skills or GED through tutoring and educational computer lab
- Any individualized combination of the above for the TEAM member

As youth meet their goals and enter employment, follow-up services include drop-in hours. Youth can come to CEA to touch base, use business and educational resources or to reinforce their goals. The monthly TEAM Nights out give youth the opportunity to
have continued support from CEA staff, peer support, and continued leadership activities. At each night out, the youth present, make decisions and set up plans for the next activity. In addition, the TEAM Program Coordinator on a monthly basis checks on employment, visiting each youth at their employment site. EA for youth who are not eligible for TEAM services.

The goals of the TEAM Youth Program are to:

1) Assist youth in developing vocational goals based on realistic assessments of strengths and abilities.
2) Give opportunity to get accurate information on potential careers and training.
3) Give real work experience while working on skills development and work maintenance skills.
4) Train individuals in skills of job search and/or applying for training or education.
5) Give opportunity to work on education, in GED prep or basic skills training.
6) Through placement services, assist individuals in obtaining non subsidized paid employment, and appropriate education and training.
7) Provide a structured, youth friendly support system to ensure that students continue to maintain their goals

| Greater Raritan WIB WIA Youth Funds |

The WIA funding is divided by the federal guidelines into two groups; in school and out of school youth and the subsets of older and younger youth. The GRWIB also has the responsibility of providing for youth in two counties vast in demographics and geography. The demand and growth shows an increase in the number of youth which need to be served. The following chart shows the allocation of WIA funds for fiscal years ‘07-’08 and ’08-09:

<table>
<thead>
<tr>
<th>WIA Youth Funding</th>
</tr>
</thead>
<tbody>
<tr>
<td>FY ’07-’08 Original Allocation</td>
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- 30 -
<table>
<thead>
<tr>
<th>Hunterdon County</th>
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<tr>
<td>Administration</td>
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<td>Program</td>
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<tr>
<td>Out of School</td>
<td>70%</td>
<td>33,134.85</td>
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<td>In School 30%</td>
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<td>Somerset County</td>
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<td>Administration</td>
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<td>Out of School</td>
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<tr>
<td>In School 30%</td>
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<td>16,066.62</td>
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<tr>
<td>TOTAL</td>
<td>$122,949.00</td>
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<td>$106,266.00</td>
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</table>


** New Jersey received a cut of almost $8.8 million in Federal WIA funds for the ’08-’09 program year.

### Funding Restrictions

The allowable per youth cost as set by the State are not to exceed $6,000. The state guidelines require that a minimum of 30% of WIA youth funds must be allocated toward serving out of school youth with the remainder going to in school youth. For the State Fiscal Year 2007-2008 the GRWIB was initially allocated a total of $122,949 in WIA youth funds. The GRWIB’s WIA Youth funds were reduced by $13,188 to a total available level of funding of $109,761 for the fiscal year ’07-’08. The GRWIB needed to use the 10% administrative allowance for One-Stop operations activity on behalf of youth in accordance with state guidelines. The balance of funds for services was made available to community non-profit providers via a standard county/WIB Request for Proposal process. Approximately $100,000 was made available through the RFP issued October, 2007. The GRWIB determined that 70% of each program funds be allocated for out of school youth and requested proposals. The RFP was for services for calendar year 2008.

The GRWIB received valid responses to the RFP from Middle Earth and the Center for Educational Advancement. The GRWIB’s proposal review committee reviewed both
proposals. In order to provide services to youth in both counties, the Proposal Review Committee recommended to the GRWIB that the funds be separated by County and allocated funds to both agencies. (See WIA Youth Funding Chart on previous page for details on funding).

The State has allocated $106,266 to the GRWIB for WIA youth services for 2008-2009. This is a $16,683 decrease in dollars from 2007-2008 funding. The 10% administrative allowance of $10,627 is needed to maintain One Stop operations. The total service allocation of $95,639 needs to be further divided into a 70% out of school or $66,947.30 and $28,692 in school. The State’s allocation for program services per county is a total of $53,555.40 for Hunterdon County and $42,084 for Somerset County. The allocation for out of school youth in Hunterdon County is $29,458.80 (70%) and $37,488.78 for Somerset (70%). The allocation for in school youth in Hunterdon County is $12,625.20 (30%) and $16,066.62 Somerset County (30%).

In order to maximize the current budget, it is hoped that existing programs and resources can be tapped into by other leveraging public and private resources by connecting to a wide variety of service providers through collaborative partnerships.

In developing the capacity of local organizations to meet the needs of the target audience, gaps in existing programs must be recognized while identifying community resources to meet those needs. Capacity building focuses on ensuring that youth are connected to competent, caring adults who are knowledgeable about their concerns and care about their future. Such programs can be established through partnerships with corporate industry, volunteer youth organizations, youth mentoring youth and non-profit youth programs by integrating a proactive outreach component into the plan.

Youth Investment Council Development

The Greater Raritan YIC needs to conduct outreach efforts to recruit members from the local business community, non-profits that operate youth programs, police athletic leagues (PAL), recreational departments, faith-based organizations, volunteer youth serving agencies and youth/parents that can help identify needs in service areas while identifying successes and problems. A Youth Mentoring Youth program could also be considered as the customer’s voice is critical to the program’s success. Due to the challenges associated with transportation representation from both counties transportation departments may be included. In addition to enhancing the committees’ representation through the participation of local businesses, faith-based organizations and community-based organizations it is imperative that the knowledge of young people is utilized in creating a system that responds to their needs. Both Somerset and
Hunterdon counties have shown a growth in culturally diverse residents. Committee representation should begin to reflect these demographic changes.

A key to the expansion of both the YIC and Greater Raritan WIB is attracting board/committee members from companies to serve as representatives of demand occupations which create employment opportunities while identifying skill needs and future trends such as green technology trade opportunities.

The Youth Investment Council met on September 8, 2008 and discussed potential action steps for the GRWIB to endorse. These are the action steps that the committee will look to accomplish in the future:
<table>
<thead>
<tr>
<th>Identified Priority Needs</th>
<th>Action Steps/Recommendations</th>
<th>Estimated Timeline</th>
</tr>
</thead>
</table>
| 1) Due to the increasing number of youth that need to be served additional funding is needed to sufficiently cover the need in both counties. | Statistical data from the Somerset County Court System, the 2006 US Census and Youth Services indicates that a greater number of youth need to be served in both counties. The GRWIB needs to use this information to advocate for additional funding. | • Timeline  
• Responsible Parties  
• Details  
Will be provided in Phase II. |
| 2) More programs are needed for GED preparation while transportation continues to be a barrier in providing youth with the opportunity to partake in programs. | The GRWIB will seek out collaborative efforts with agencies that can address the gaps in services such as GED preparation and transportation.                                                                                           |                                                                                                             |
| 3) There is a difference in the needs of youth residing in Hunterdon and Somerset Counties. | Based on the results of the past 2 RFP processes the committee recommended that the new RFP separate the funding between Hunterdon and Somerset Counties upfront and that the RFP be county specific due to the differences in the needs of the youth. The WIB Board concurred. |                                                                                                             |
| 4) An employability component is needed in the planning process for at risk youth       | Employability will be the focus of the YIC Strategic Plan therefore; it was recommended that a needs assessment on youth employability needs and skills be conducted in both counties. A gap analysis is being considered to identify areas of needs, possibly apprenticeship opportunities and other core employment occupations for youth. |                                                                                                             |
| 5) A higher level of involvement and input from private industry is needed in developing appropriate programs for youth. | The YIC will identify and survey those organizations that would be willing to employ high school youth in both counties. A further analysis was recommended to collect this data. |                                                                                                             |
| 6) The YIC needs to recruit a higher level of participation from: county municipal representatives, education, community-based organizations, | A concerted effort will be made to recruit more participating members on the YIC by the GRWIB.                                                                                                                                     |                                                                                                             |
### Assumptions

The ratio of poverty is increasing in both Hunterdon and Somerset Counties. Given the budget for FY ’08-’09 the minimum requirement using the States formula and maximum per youth allocation, we aim to serve 18 youth with the WIA money provided. Last year’s budget allowed for 23 youth to attend the program.

According to the US Census 2006 there are; 59,612 youth (23,265 age 10-14, 20,554 age 15-19 and 15,793 age 20-24) residing in Somerset County. In Hunterdon there are; 25,756 youth (9,541 ages 10-14, 8,731 age 15-19, 7,484 ages 20-24).

According to the Somerset County Court System for the time period of July ’05 – June ’06 there were 1,400 Juvenile Delinquency cases that entered the court system. Of these cases 1,241 were new with 159 reopened. There may be some duplication in these caseload statistics as they do not reflect those youth that have multiple offenses. (See chart below.)

Somerset County Youth Services reports that there were 468 youth who reported a face to face contact with DFYS. Some of these cases were also involved in the court system and may be duplicated in the Somerset County Juvenile Caseload Profile. The total number of youth who had a face to face contact with detention, home detention, family case management (court), police and probation were 451. Again these cases may be reflected in the following Somerset County Juvenile Caseload Profile:
### SOMERSET COUNTY JUVENILE CASELOAD PROFILE

<table>
<thead>
<tr>
<th></th>
<th>July 2005 – June 2006</th>
<th>Added Cases</th>
<th>Resolved Cases</th>
</tr>
</thead>
<tbody>
<tr>
<td>Delinquency</td>
<td>1,400</td>
<td></td>
<td>1,360</td>
</tr>
<tr>
<td>New</td>
<td>1,241</td>
<td></td>
<td>1,198</td>
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<tr>
<td>Reopened</td>
<td>159</td>
<td></td>
<td>162</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>July 2006 – June 2007</th>
<th>Added Cases</th>
<th>Resolved Cases</th>
</tr>
</thead>
<tbody>
<tr>
<td>Delinquency</td>
<td>1,179</td>
<td></td>
<td>1,201</td>
</tr>
<tr>
<td>Percent Change</td>
<td>-16%</td>
<td></td>
<td>-12%</td>
</tr>
<tr>
<td>New</td>
<td>1,132</td>
<td></td>
<td>1,159</td>
</tr>
<tr>
<td>Percent Change</td>
<td>-9%</td>
<td></td>
<td>-3%</td>
</tr>
<tr>
<td>Reopened</td>
<td>47</td>
<td></td>
<td>42</td>
</tr>
<tr>
<td>Percent Change</td>
<td>-70%</td>
<td></td>
<td>-74%</td>
</tr>
</tbody>
</table>

*Source Somerset County Court System*

In Hunterdon County the number of school dropouts has shown a 23.4% increase from the year 2000 to 2006. When comparing the time period of July ’03 – July ’04 to July ’05 – June ’06 Juvenile arrests have also increased by 63%.

Upon review of the current data the YIC determined that the youth dollars for Somerset County for Fiscal Year ’08 – ’09 will encourage providers to address the needs of youth who are represented in the juvenile justice system for Somerset County. This was not a need identified by Hunterdon County at this time. Given the existing WIA youth program funds for both counties of $95,640 for services to serve a minimum of 18 youth there will be many youth program funds for both counties in need of services who cannot be served. When looking at the data from multiple sources it is projected that there are 2,000 youth that meet this profile between the two counties.

### Expansion of WIA Funded Programs

The availability of adequate funding is a constant issue particularly in serving the needs of youth in the targeted population. The state WIA allocation for youth of $102,627 is for both counties and includes the administrative portion. We also need to abide by the state mandate of a $6,000 cap per youth served and a minimum requirement of 18 youth served for 2008-2009. The GRWIB needs to encourage providers to maximize resources to increase the potential number of youth to be served. The GRWIB should also advocate to the state for increased funds for youth. Additional funds could then be made available through a Request for Proposal process and could potentially be targeted to the following:
To expand services in both counties, to outreach, recruit and enroll additional TANF, DYFS and JJC youth above what the current funding allows.

Provide funds for additional providers identified through YIC’s needs assessment and gaps analysis to be conducted to serve TANF, DYFS and JJC youth. The traditional focus of WIA funded youth programs has been to recruit and serve a broader base of at risk youth.

To support programs and services to meet the specific needs of youth in the targeted populations. These funds would be distributed through an RFP designed to address specific service gaps identified through the upcoming YIC strategic sessions and the needs assessment.

Due to insufficient funding to serve more youth, collaboration and coordination of current services will be encouraged through resource sharing. Some of these service gaps could be covered through partnerships with both community based organizations and faith-based organizations. There are several new initiatives in place that are looking at ways to develop work readiness components including a Faith-Based initiative through the NJ Department of Labor, entitled, “Build Your Community Network” focusing on how faith-based and community-based partners can partner with their local workforce development system enabling struggling youth to make use of available assistance to achieve success in the labor market. A task force has recently been formed through the Greater Raritan One-Stop which is exploring ways of assisting ex-offenders achieve gainful employment and success through their transition periods.

Further relationships with Faith-Based organizations may be forged to resolve the lack of transportation between the two counties which result in a barrier to accessing services.

The Somerset and Hunterdon county social service agencies have a demonstrated track record and history of attending to the needs of youth through existing community resources. Ongoing communications with these agencies are critical in identifying existing funding streams which can be utilized.
YIC Strategic Planning Session / Needs Assessment

A Strategic Planning Session/Needs Analysis was conducted on January 21, 2009. The meeting was held to learn more about existing programs that were currently being offered and gaps in service of employability components for youth. Both Somerset and Hunterdon Counties have limited funding streams. Some youth that qualify for WIA dollars may also qualify for juvenile justice dollars. One of the objectives of the Strategic Planning Session was to look at leveraging pockets of money to maximize program opportunities for youth rather than duplicate what is presently in existence. In addition the YIC was not familiar with all of the resources within the two counties which could contribute to helping at risk youth obtain employment. In line with Action Step #6 which is;

<table>
<thead>
<tr>
<th>IDENTIFIED PRIORITY NEED</th>
<th>ACTION STEP RECOMMENDATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>6) The YIC needs to recruit a higher level of participation from: county municipal representatives, education, community-based organizations, faith-based org, community leaders and non-profits</td>
<td>A concerted effort will be made to recruit more participating members on the YIC by the GRWIB.</td>
</tr>
</tbody>
</table>

the YIC invited new participants to the table including: county/municipal representatives from transportation, education, community-based organizations and non-profits with the intention of collecting information, expanding the YIC membership base and to work on the following issues:

1. Come up with a goal or vision for employment goals that our youth will be able to achieve including aging out youth
2. Identify the gaps and barriers which stand in their way

The following organizations were in attendance:

- Superintendent of Schools Somerset County Office
- Superintendent of Schools Hunterdon County Office
- Hunterdon Medical Center
- Somerset Community Action Program
- Juvenile Institutional Services, Somerset County
- Alcohol and Drug Coordinator from Somerset County DHS
- Family and Community Services of Somerset County
- Center for Great Expectations
- Somerset County Transportation
- Tri-County CMO
- Somerset County Youth Services
Participants involved in the strategic planning session identified a goal which will guide the development of the new Youth RFP for FY ’09-’10. The YIC envisions youth programming with strong employment readiness components that are responsive and sensitive to the needs of at risk youth and will facilitate the potential of youth as jobseekers achieving the following results upon completion of programs:

1. **Youth are prepared to obtain and maintain employment**
2. **Youth are prepared to obtain significant and meaningful employment**

Program participants identified issues for youth who are turning 18 who should be moving into the adult system but do not have sufficient skills. The group was asked for recommendations on how this age group of youth could be transitioned successfully into an adult system? It was recommended that one of the tasks be to narrow down the youth who are ready for employment and work with them so they are able to keep their jobs. In order for youth to achieve this goal participants were asked to contribute their knowledge concerning how to keep the youth in their programs on a path of upward mobility. Strategic Planning participants were also asked the primary question, “If you were creating a vision for our youth around employment readiness what would you want that vision to look like?”

**Group Remarks**
Participants contributed that their vision of success would be:

1. Having youth show that they are responsible by following through on things
2. Maintaining their jobs
3. Proper hygiene
4. Possess the social skills to be able to navigate through the workforce
5. Provide sufficient counseling for youth so that they select jobs in fields that they find interesting and where there is some upward mobility
6. Being able to match jobs to areas of personal interests which also match their career expectations
7. Need for a very strong mentoring component to all programs (a strong adult role model that can encourage them to have a vision for their future)
8. Have youth prepared for lifetime work not just a job

**Further Barriers Identified by Program Participants**
Youth need resources for proper clothing so that they are appropriately dressed for a job interview. Many of them do not have appropriate attire. In addition they need one-on-one coaching in social skills such as:

- The proper etiquette for an interview
- How to shake hands
- How to carry themselves properly
• How to handle conflict in the workplace

Facilitated discussions lead to a recommendation that techniques should be taught on how to network to obtain a job and how to open doors to obtain job interviews. The discussion of housing was also discussed specifically how it relates to the aging out youth population. Participant’s perceptions were that programs such as Home Sharing catered to seniors and resources were not identified in this area.

A further barrier that was identified was the need for an educational component for employers who could potentially be interested in hiring at risk youth. One participant expressed the need to learn how to handle employees with this background. It was apparent that employers require as much training in this area as the youth.

The following is the complete listing of barriers to employing youth which were identified during the Strategic Planning session:

- Many youth are turned away from programs because they don’t fit a particular model yet they are still at risk.
- Youth need to take ownership and be responsible in learning follow up skills to maintain and keep jobs.
- Social skills training is needed to learn the skills which are required in order to function in a work environment and as part of a team.
- Youth need help in identifying career options where they see themselves progressing in a field which matches their interests rather than just having a job.
- Collaborative efforts are needed with community businesses.
- A strong mentoring component is needed in the programs since many of the youth that are eligible for WIA funded programs never had a strong adult model they could look up to and admire.
- More internship programs are needed.
- One on one counselors are needed to serve as youth advocates.
- There are gaps in the continuum when youth return home or are aging out and need to find affordable housing.
- There is greater demand than resources for developmentally disabled youth.
- A higher level of engagement and outreach is needed in order to hold the interest of youth for long range planning.
- Both the adult and youth system need to work together.
- A strategic direction for outreach to youth must be established.
- Career coaches are needed for one on one mentoring.
- Both mentors and volunteers are needed to teach the next generation of youth how to function effectively and survive in today’s workforce.
- Training for employers is needed to educate employers on how to work with at risk youth.
Future plans should include businesses mentoring businesses on the issue of employability for at risk youth.

The results from this meeting showed the gaps in existing programs and the program design components which are needed for the FY ’09-’10 RFP. The ten program elements which were identified include:

1. Mentorship
2. Shepherds for Aging Out Youth
3. Clothing
4. Collaboration
5. Leadership and Team Building Skills
7. Job Readiness
8. Group Focus
9. Outreach
10. Transportation

The findings from the strategic planning session were charted and are illustrated on the next page. This chart shows the “Ten Barriers to Youth Obtaining Employment” which were identified by the YIC as the primary components to be included in the program design for the new RFP. The components are identified in the shaded grey spheres.
Investment Council Strategic Planning Meeting
The Barriers to Youth Obtaining Employment, Ten Program Elements

- No Transportation from Franklin
- Available Marketing Programs
- Turnover of Staff Providing Youth Services
- School System Focus
- Reduction in Available Funding
- More Demand than Resources
- Development Issues with Youth
- Staff Look at Alumni
- Lack of Mentor Volunteers
- Positive Role Models
- Transportation
- Outreach
- Engagement Group Focus
- Team Skills Leadership Development
- Attitude of Youth
- Corporate Culture Giving Back
- Affordable & Safe Housing
- Corporate Culture Giving Back
- Reduction in Available Funding
- More Demand than Resources
- Development Issues with Youth
- Staff Look at Alumni
- Long Supply
- Positive Role Models
- Transportation
- Outreach
- Engagement Group Focus
- Team Skills Leadership Development
- Attitude of Youth
- Corporate Culture Giving Back
- Affordable & Safe Housing
- Corporate Culture Giving Back
- Reduction in Available Funding
- More Demand than Resources
- Development Issues with Youth
- Staff Look at Alumni
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- Positive Role Models
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- Positive Role Models
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- Affordable & Safe Housing
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- Reduction in Available Funding
- More Demand than Resources
- Development Issues with You
The next step in working with each of the program elements was to regroup the barriers into three different levels of priority (see previous chart and graph below). The RFP for the new WIA funding for FY ’08-’09 will look for services that will address the Level I barriers. Level II and Level III barriers will be part of the YIC’s long range strategies and are larger issues which cannot be addressed in the immediate future.

<table>
<thead>
<tr>
<th>ATTITUDBINAL BARRIERS</th>
<th>RELATIONSHIP BARRIERS</th>
<th>RESOURCE BARRIERS</th>
<th>SKILL-BASED BARRIERS</th>
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</thead>
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<td><strong>LEVEL I</strong></td>
<td><strong>LEVEL I</strong></td>
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<td>Collaborations working out of the box</td>
<td>More demand than resources</td>
<td>School system focus/graduation rates</td>
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<td>Outreach</td>
<td>Positive Role Models</td>
<td>Lack of knowledge concerning work world</td>
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<tr>
<td>Attitude of youth</td>
<td>Relationship building with school system</td>
<td>Lack of mentor volunteers</td>
<td>Employers investing time to train employees</td>
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<td>Work ethics</td>
<td>Business representation on the YIC</td>
<td>Shepherds for aging out youth</td>
<td>Trainings for employers interested in hiring at risk youth</td>
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<tr>
<td></td>
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<td></td>
<td>Reduction in available funding</td>
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<td><strong>LEVEL II</strong></td>
<td><strong>LEVEL II</strong></td>
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<td>Attitude from parents regarding college</td>
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<td>Clothing</td>
<td>Generational Competencies</td>
</tr>
<tr>
<td>Home, family issues regarding college</td>
<td>Corporate Culture Giving Back</td>
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<td></td>
<td>Engagement</td>
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<td></td>
<td>Available Marketing Programs</td>
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<tr>
<td><strong>LEVEL III</strong></td>
<td><strong>LEVEL III</strong></td>
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<tr>
<td>Available and safe housing</td>
<td>Developmental Issues with youth</td>
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<tr>
<td>Turnover of staff providing youth services</td>
<td></td>
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<tr>
<td>Transportation</td>
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</tbody>
</table>
New Action Steps

The Youth Investment Council convened on September 8th, 2008 and discussed potential action steps for the GRWIB to endorse. The original action steps which were created during the September 8th, 2008 meeting have been updated as a result of a strategic planning session / Needs Analysis which took place on January 21st, 2009. Findings from this session demonstrated the need to add three new action steps to the plan (Please see steps 9-11).

The YIC held a follow up meeting to the Strategic Planning Session on March 11, 2009. The Action Steps from the original Youth Strategic Plan Draft were reviewed by the committee. The following new “Priority Needs and Action Steps” were added as a result of information provided at this meeting. Please refer to steps 8-11 on the following chart.
<table>
<thead>
<tr>
<th>Identified Priority Needs</th>
<th>Action Steps/Recommendations</th>
<th>Estimated Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Due to the increasing number of youth that need to be served additional funding is needed to sufficiently cover the need in both counties.</td>
<td>Statistical data from the Somerset County Court System, the 2006 US Census and Youth Services indicates that a greater number of youth need to be served in both counties. The GRWIB needs to use this information to advocate for additional funding.</td>
<td>• Timeline  • Responsible Parties  • Details Will be provided in Phase II.</td>
</tr>
<tr>
<td>2) More programs are needed for GED preparation while transportation continues to be a barrier in providing youth with the opportunity to partake in programs.</td>
<td>The GRWIB will seek out collaborative efforts with agencies that can address the gaps in services such as GED preparation and transportation.</td>
<td></td>
</tr>
<tr>
<td>3) There is a difference in the needs of youth residing in Hunterdon and Somerset Counties.</td>
<td>Based on the results of the past 2 RFP processes the committee recommended that the new RFP separate the funding between Hunterdon and Somerset Counties upfront and that the RFP be county specific due to the differences in the needs of the youth. The WIB Board concurred.</td>
<td></td>
</tr>
<tr>
<td>4) An employability component is needed in the planning process for at risk youth</td>
<td>Employability will be the focus of the YIC Strategic Plan therefore; it was recommended that a needs assessment on youth employability needs and skills be conducted in both counties. A gap analysis is being considered to identify areas of needs, possibly apprenticeship opportunities and other core employment occupations for youth.</td>
<td></td>
</tr>
<tr>
<td>5) A higher level of involvement and input from private industry is needed in developing appropriate programs for youth.</td>
<td>The YIC will identify and survey those organizations that would be willing to employ high school youth in both counties. A further analysis was recommended to collect this data.</td>
<td></td>
</tr>
<tr>
<td>6) The YIC needs to recruit a higher level of participation from: county municipal representatives, education, community-based organizations,</td>
<td>A concerted effort will be made to recruit more participating members on the YIC by the GRWIB.</td>
<td></td>
</tr>
</tbody>
</table>
faith-based org, community leaders and non-profits

<table>
<thead>
<tr>
<th>Identified Priority Needs</th>
<th>Action Steps/Recommendations</th>
</tr>
</thead>
<tbody>
<tr>
<td>7) Due to the changing demographic profiles which are evident in both counties culturally competent programs may be needed for Hispanic Youth.</td>
<td>Further analysis will be conducted with community partners to determine the needs of the different counties. Explore the possibility of developing culturally competent youth programs in both counties.</td>
</tr>
<tr>
<td>8) Somerset/Hunterdon Counties have a need for services for youth adjudicated in the juvenile justice system.</td>
<td>The WIA funds will be partnered with these funds to expand the employability training components of youth programs</td>
</tr>
</tbody>
</table>

**PRIORITY NEEDS & ACTION STEPS IDENTIFIED IN JANUARY 21, 2009 STRATEGIC PLANNING SESSION**

<table>
<thead>
<tr>
<th>Identified Priority Needs</th>
<th>Action Steps/Recommendations</th>
</tr>
</thead>
<tbody>
<tr>
<td>9) Assess the potential impact of the newly proposed changes in curriculum and standards in high schools and votechs and their impact on graduation rates.</td>
<td>Bring a representative from the Board of Education to discuss the changes in the Core Curriculum Standards and how it affects the workforce components of our Youth Plans. • Timeline • Responsible Parties • Details Will be provided in Phase II.</td>
</tr>
<tr>
<td>10) Develop an action plan to overcome the identified barriers to employing youth.</td>
<td>Include those identified priorities which can be addressed and resolved in the new RFP for FY ’09-’10.</td>
</tr>
<tr>
<td>11) Dialogue with other entities/groups whose purviews are not within the jurisdiction of the YIC and the GRWIB.</td>
<td>Collaborate with housing programs such home sharing and agencies that are involved in services not provided in the youth plan.</td>
</tr>
</tbody>
</table>
APPENDIX 1

Middle Earth Employment Readiness Program

Program Outcomes

Middle Earth Program Outcomes FY ’07-’08

For the time period of 4/1/07 – 3/31/08 Middle Earth received a contract in the amount of $71,983 to serve a minimum of 12 youth. Of the 12 youth enrolled in the Middle Earth Program 10 fell into the younger category (14-17) and 2 youth were older (18-21). Of the 12 enrolled students 100% were out of school. Eleven youth finished the program with a positive termination and 1 youth carried over to the next year’s program. A total of $5,998 was spent per contract. Middle Earth’s projected program outcomes were as follows:

Expected Program Outcomes FY ’07-08

For the program’s fiscal year ’07-’08 the projected outcomes for the 12 youth that were enrolled in the program were as follows:

1. 80% of enrolled youth would complete the program.
2. 87% of youth would work towards attainment of basic skills, occupational skills and/or work readiness skills.
3. 78% of youth who were not enrolled in school would acquire their diploma or equivalent by the time they completed the program.
4. 78% would remain in school for at least 5 months attending an approved alternative school or GED Program during follow-up.
5. Would be employed within the 4 month after exiting the program.
6. Would be employed for at least 6 months within 9 months of exiting the program.
7. Become enrolled in a post-secondary education program, advanced training or apprenticeship program by the 9th month after exiting the program or be enlisted and begin active military or begin active military duty by the 9th month after exiting the program, and
8. 73% of youth would remain actively engaged in the full 12 months of follow up of this program.
Actual Outcomes FY ‘07-08

Younger Youth FY’07-’08

Of the 10 younger youth:
1. 3 students obtained their GED’s
2. All of the students were positively terminated with one student being carried over into the next year
3. 4 students are studying for their GEDs
4. 7 students are engaged in follow-up service
5. 7 students have shown consistent attendance at school and their places of employment
6. 6 were working on obtaining their drivers license, of the 6, 3 successfully got their driver’s permit
7. 1 student is engaged in substance abuse counseling
8. 5 of the younger youth successfully obtained employment
9. 1 younger youth obtained a forklift license
10. 2 did not receive their GEDs

Older Youth FY ’07-’08

Of the 2 older youth:
1. 1 received their GED and obtained employment but did not obtain a drivers license
2. All of the students are receiving follow up services
3. The second youth did not obtain their GED but did obtain employment
4. One case was carried over in the next year and 1 case was closed

Additional Data for the 12 Enrolled Youth FY ’07-’08

Of the 12 combined younger and older youth
1. 75% were either on parole or probation (9 youth)
2. 90% were positively terminated and 1 youth carried over into the next years program
3. 100% had transportation issues (12 youth)
4. 75% were products of homes with family issues (9 youth)
5. 50% had substance abuse problems (6 youth)
6. 33% had mental health issues (4 youth)
7. 58% had gang involvement (7 youth)
8. 58% (7 youth) were from Franklin, with 1 each from Hillsboro, Manville, Bridgewater, Bound Brook, and Somerville (total 5 youth)
APPENDIX 2

Middle Earth Employment Readiness Program
Program Outcomes

Middle Earth Program Outcomes FY ’08–’09

For the time period of 1/1/08 – 12/31/08 Middle Earth received a contract in the amount of $66,000 to serve 11 youth. In September ’08 two new youth were enrolled in the program. As of 9 months into this contract the program outcomes for Middle Earth are as follows:

Actual Outcomes FY ’08–’09

For the contract period of 1/1/08-12/31/08 a total of 11 youth were enrolled in the Middle Earth Program. Six youth fell into the younger category with 5 in the older category. Five youth were in-school with 7 out of school youth. Two of the originally enrolled younger youth dropped out of the program due to a lack of attendance and were replaced by two new youth who began the program in September. Of the 2 new youth enrolled in September 1 fell into the younger category with the second youth being older.

Younger Youth FY ’08–’09

As of September 2008, the actual outcomes for the younger youth are:
1. 4 of the younger youth were in school and 6 were out of school
2. 1 youth completed the 8th Grade, but did not obtain a drivers license or employment
3. 1 younger youth did not obtain a drivers license or job
4. 1 youth did not obtain a GED or employment
5. 4 younger youth did not obtain the goal of employment
6. 1 younger youth did not successfully complete a drug program nor obtain a GED and employment
7. 1 younger youth did not achieve the goal of obtaining a drivers permit or GED but successfully obtained employment
8. The newly enrolled youth who began the program in September ’08 is receiving mental health counseling and has the goal of obtaining a part-time job.

As of September 2008, the actual outcomes for the 5 older youth are as follows:

1. 1 older youth is attending college and secured employment.
2. 4 of the older youth were out of school and 1 was in school.
3. 1 youth received substance abuse counseling, obtained a drivers license and attempted to get a GED but did not.
4. 1 older youth obtained employment.
5. 1 of the older youth did not obtain employment.
6. 1 youth did not obtain a GED but obtained employment.
7. 2 of the older youth continued in the program from the previous contract.
8. The older youth who entered the program in September ’08 was given the goal of staying in school, finding employment and obtaining a drivers permit. To date the goal of staying in school has been maintained.

Additional Data for the 12 Enrolled Youth in FY ’08–’09

1. 100% had transportation issues (11 youth)
2. 45% had family issues (5 youth)
3. 64% had substance abuse problems (7 youth)
4. 64% had mental health issues (7 youth)
5. 55% had gang involvement (5 youth)
6. 40% were from Franklin and Somerville (4 youth), 10% 1 youth was from Greenbrook, and 25% (three youth) each were from North Plainfield and Bound Brook (25%)

Further Outcomes

Additional outcomes for Middle Earth include:
- Helping youth obtain their permits and drivers licenses
- Helping youth obtain their County ID’s
- Linking youth with several other services such as:
  - Community Service
  - Individual Counseling
  - Substance abuse counseling
CEA Program Outcomes FY ’07-’08

For the time period of 4/1/07 – 3/31/08 CEA received a contract in the amount of $60,000 to serve a minimum of 10 youth: 4 out of school youth in Hunterdon County and 6 out of school youth in Somerset County. Their projected program outcomes were as follows:

Expected Program Outcomes FY ‘07-’08

For the program’s fiscal year ’07-’08 the projected outcomes for youth were as follows:

1. 90% of youth would complete and start the ten day core program
2. 78% of the youth enrolled in the CEA program would retain employment or training activity at three, six and nine months
3. 54% of the youth enrolled in the program would obtain credentials
4. Youth earnings will be reported at three, six and eight months

Actual Outcomes FY ‘07-’08

For the contract period of 4/1/07-3/31/08 a total of 10 youth were enrolled in the CEA Program of which 9 were older youth and 1 was younger. Of the 10 youth 5 were from Somerset County and 5 were from Hunterdon County. The GRWIB approved the shift in the required level of service per county. All of the youth were out of school of the 10, 5 were from Hunterdon County and 5 were from Somerset. Of the 10 youth enrolled 7 obtained employment.

Younger Youth FY’07-’08

The one younger youth who was enrolled in the program achieved the goals of learning computer skills and obtaining employment
Older Youth FY '07-'08

For the 9 older youth:

1. 2 achieved their goal of learning computer skills but as of September 23, 2008 did not find jobs
2. 1 went through the CEA food service program and obtained employment
3. 1 attended Middlesex County Technical School’s Computer Aided Design Program and obtained employment
4. 3 obtained computer skills and found jobs
5. 1 did not find employment as of September 23, 2008
6. 1 achieved the primary goal of obtaining employment
APPENDIX 4
Center for Educational Advancement
Team Youth Program
Program Outcomes

CEA Actual Outcomes FY ’08-’09

For the contract period of 1/1/08-12/31/08 CEA was allocated $36,000 to serve a minimum of 6 youth. As of September 2008 a total of 4 youth were enrolled in the CEA Team Program. All 4 of the youth enrolled were older and out of school.

As of September 2008, the actual outcomes for the older youth are as follows:

1. 1 achieved the goal of finding employment
2. 3 of the youth served are seeking employment opportunities and have three more months in the program
3. The program completion date is 12/31/08 and three of the youth served are still seeking employment opportunities

Further Outcomes FY ’08-’09

As of September 2008, CEA still has to enroll 2 more youth in order to meet minimal contract enrollment obligations.

To ensure the success of program participants who have not found employment CEA is committed to working with the youth until successfully securing work placement. Upon placement the coordinator will determine if additional job coaching is needed. In most instances these contacts are done in person or at the worksite.
# APPENDIX 5

## SETC GLOSSARY OF ACRONYMS AND TERMS

<table>
<thead>
<tr>
<th>Acronym</th>
<th>Definition</th>
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<tbody>
<tr>
<td>ABE</td>
<td>Adult Basic Education</td>
</tr>
<tr>
<td>ADA</td>
<td>Americans with Disabilities Act</td>
</tr>
<tr>
<td>AOSOS</td>
<td>America’s One-Stop Operating System</td>
</tr>
<tr>
<td>AFDC</td>
<td>Aid to Families with Dependent Children—replaced in 1996 by Temporary Assistance for Needy Families (TANF)</td>
</tr>
<tr>
<td>AWEP</td>
<td>Alternative Work Experience Program</td>
</tr>
<tr>
<td>BRC</td>
<td>Located within One-Stop Career Centers throughout New Jersey, BRCs provide business solutions to small and medium companies, addressing workforce development requirements associated with recruitment and training. A secondary role is to help companies navigate government agencies and non-profit organizations to find information about new business development, loan programs, child labor laws, general wage and hour information, labor market data, and permitting issues.</td>
</tr>
<tr>
<td>CBO</td>
<td>Community Based Organization</td>
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<tr>
<td>CBSS</td>
<td>County Board of Social Services</td>
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<tr>
<td>CCDBG</td>
<td>Child Care and Development Block Grant</td>
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<tr>
<td>CEI</td>
<td>Calculated Earned Income</td>
</tr>
<tr>
<td>CEO</td>
<td>Highest ranking local elected official</td>
</tr>
<tr>
<td>CRC</td>
<td>Searchable database of in-State and out-of-State training providers who are included on New Jersey’s Eligible Training Provider list and have been approved by the State Department of Labor and Workforce Development. It allows individuals to compare training providers and programs by employment outcomes and other criteria to identify an appropriate program.</td>
</tr>
<tr>
<td>Core</td>
<td>Employment-related services available to any adult, regardless of income or job status. Some of the services include assessment of skill levels, aptitudes, and abilities, supportive service needs, job search and placement assistance, career counseling, labor market information, information on training providers, and filing of unemployment insurance claims, and retention/follow up services.</td>
</tr>
<tr>
<td>CWEP</td>
<td>Community Work Experience Program</td>
</tr>
</tbody>
</table>
DHS  Department of Human Services
DOL  Department of Labor—changed in 2004 to the Department of Labor and Workforce Development (LWD).
DVRS  Division of Vocational and Rehabilitation Services
E&T  Employment and Training
EA  Emergency Assistance
EEI  Early Employment Initiative
EFF  Equipped for the Future Content and Standards for Adults Literacy and Lifelong Learning
EI  Earned Income Tax Credit
ETPL  Eligible Training Providers List
      List of programs and vendors eligible to receive adult or dislocated worker funds to provide skills training to job-seekers. Any post-secondary education institution certified under the Higher Education Act that provides a program leading to a two or four-year degree or certificate is automatically eligible. Organizations that offer an apprenticeship program registered under the National Apprenticeship act are also eligible. The State of New Jersey will establish procedures to certify other entities.
Employment Service (ES)  Otherwise known as Job Service, federally funded and created under the Employment Security Act, ES provides employment services to individuals and business.
ESL  English as a Second Language  Educational training for individuals designed to increase their proficiency in the English language.
ESOL  English for Speakers of Other Languages  Educational training for individuals designed to increase their proficiency in the English language.
GA  General Assistance
FBO  Faith Based Organization
FSE&T  Food Stamp Employment and Training
GA  General Assistance
HUD  (Department of) Housing and Urban Development
IM  Income Maintenance
INA

Immigration and Naturalization Service

Individual Training Accounts (ITAs)

Payments made on behalf of eligible adults and dislocated workers to cover the costs of training programs offered by an eligible provider. Youth 19-21 may be enrolled in adult programs and receive an ITA.

Intensive Services

Intensive Services are comprehensive and specialized assessments of the skill levels and service needs of adults and dislocate workers which may include testing, in-depth interviewing, individualized employment plans, individualized counseling and career planning, group counseling, case management and short term pre-vocational services.

IRP

Individual Responsibility Plan

IRS

Internal Revenue Service

Job Training Partnership Act (JTPA)

The Job Training Partnership Act; the predecessor to WIA, was a federally funded job training program. The JTPA legislation ended on June 30, 2000.

JOBS

Job Opportunities and Basic Skills

LWD

New Jersey Department of Labor and Workforce Development

MOU

Memorandum of Understanding

NJ SES

New Jersey State Employment Service

OJT

On-the-job-training

One-Stop Partners

One-Stop Partners provide services that are linked, physically or technologically with the One-Stop System. Individuals are provided information on the availability of core services in the local area. Required partners include programs authorized under Title I of WIA; the Wagner-Peyser Act; the Adult Education and Literacy title of this Act; the Vocational Rehabilitation Act; the Welfare-to-Work grants; title V of the Older Americans Act; postsecondary vocational education under the Perkins Act; Trade Adjustment Assistance; veterans employment services; unemployment compensation; Community Service Block Grants; and employment and training activities carried out by the Department of Housing and Urban Development. The partners and local boards enter into a written Memorandum of Understanding (MOU).

One-Stop System

The One-Stop delivery system is a seamless system of service delivery that will enhance access to the programs’ services and improve long-term employment outcomes for individuals receiving assistance. Each WIB must operate at least one physical one-stop center, but may set up multiple satellite sites. Individuals can access a continuum of services, which are organized into three levels: core intensive, and
training.

**One-Stop Career Centers**
The One-Stop Career Centers are a partnership among state and local government to provide job seekers with the support they need to transition to work or, programs, services and activities at each site. Each local area must have at least one comprehensive center with an array of programs offered on site.

**Project STEP UP (Students, Teachers and Employers Poised to Unleash Potential)**
Series of partnerships between midsize and larger businesses and public high schools across New Jersey that encourage students to explore careers and the real world.

**RFP**
Request for Proposal

**SSI**
Supplemental Security Income

**SSN**
Social Security Number

**Training Services**
Training Services are provided to adults and dislocated workers who are unable to obtain or retain employment through core or intensive services.

**“To Work”**
A term used for TANF customers referring to the movement from “Welfare-to-Work.” Customers who are “To-Work” are required to be searching for employment in order to maintain their benefits.

**UC**
Unemployment Compensation

**UI or UIB**
Unemployment Insurance Benefits

**USDA**
United States Department of Agriculture

**VA**
Veterans Affairs

**VISTA**
Volunteers of Service to America

**VOA**
Volunteers of America

**VR**
Vocational Rehabilitation

**WFNJ**
Work First New Jersey

**WIC**
Women, Infants, and Children

**WLL**
Workforce Learning Links

**WNJ**
Workforce New Jersey
**Workforce Investment Act (WIA)**  The Workforce Investment Act of 1998 creates a new, comprehensive Workforce Investment System. It is intended to consolidate, coordinate, and improve employment, training, literacy, and vocational rehabilitation programs in the U.S.

**Workforce Investment Board (WIB)**  Workforce Investment Boards are local partnerships of private and public participants that provide coordinated planning, policy guidance and oversees workforce investment programs in their designated area.

**Workforce New Jersey Public Information Network (WNJ PIN)**  The Workforce New Jersey Public Information Network (WNJ PIN) is the technological component of New Jersey's One-Stop Career Center System, offering self service to government services and information. WNJ PIN is designed for four types of customers—job seekers, students, counselors, and employers.

**WRC**  Workforce Readiness Credential

**WTW**  Welfare-to-Work

**Youth Investment Council (YIC)**  The Youth Investment Council (YIC) is responsible for setting policy direction in creating employment opportunities and career pathways for all youth, whether in or out of school.
# APPENDIX 6

## Programs Funded by the Somerset County Board of Chosen Freeholders Competitive Grants to the Municipal Youth Services Commissions $20,000

<table>
<thead>
<tr>
<th>Program</th>
<th>Description</th>
<th>Annual Level of Service</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bound Brook/South Bound Brook 21st Century Learning Center and After School Program</td>
<td>A four week summer program for students in grades 6th, 7th, and 8th that are at risk academically and behaviorally. Program will include academic instruction, clubs, recreation, snack and lunch.</td>
<td>75-100 youth</td>
</tr>
<tr>
<td>Hillsborough Girls on the Run</td>
<td>A 12 week character building program which is dedicated to educating and preparing girls for a lifetime of self-respect and healthy living. The goal of the program is to reduce the potential display of at-risk activities among its participants by providing girls with the tools to make healthy decisions and form healthy self-images. The curriculum includes training for a 5K race/walk which takes place at the end of the 12 weeks.</td>
<td>50 girls ages 10-13</td>
</tr>
<tr>
<td>Manville Manville Summer Camp</td>
<td>A summer camp to decrease the risk of early onset substance use and delinquent behavior by providing a structured supervised environment and the opportunity to participate in various pro-social activities of interest to them.</td>
<td>Students in grades 6th, 7th and 8th.</td>
</tr>
<tr>
<td>Warren Century Club</td>
<td>An after school program for students who have been identified as at risk either academically, socially or behaviorally. Students will meet with teachers 1-3 days a week for assistance with academics, organizations, and transitioning into middle school</td>
<td>15 students in grades 6th, 7th and 8th</td>
</tr>
</tbody>
</table>

## Programs Funded by the Somerset County Board of Chosen Freeholders Annual Grants to the Municipal Youth Services Commissions ($55,000/$5,000 per Municipality)

<table>
<thead>
<tr>
<th>Program</th>
<th>Description</th>
<th>Annual Level of Service</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bound Brook/South Bound Brook Bound Brook Community Youth Center</td>
<td>The center provides a safe and supervised place for youth from both Bound Brook and South Bound Brook to gather and interact positively with their peers. The center offers a variety of services that include mentoring, tutoring, life-skills training, crisis response, informal counseling, recreation, community service opportunities, specialized groups, guest speakers, and special events.</td>
<td>Approximately 100 youth per month ages 12-18</td>
</tr>
<tr>
<td>Bound Brook/South Bound Brook Hispanic Counseling Group</td>
<td>The program provides psycho-educational group counseling services to Hispanic/Latino students who have moved to this country in the past couple of years and have been identified by the school system as having adjustment difficulties. Students may be experiencing social isolation, cultural and/or language barriers, academic or behavioral problems, depression and substance abuse issues.</td>
<td>40 Students in grades 6-12</td>
</tr>
<tr>
<td>South Bound Brook Girls on the Run</td>
<td>A 12 week character building which is dedicated to educating and preparing girls for a lifetime of self-respect and healthy living. The</td>
<td>50 girls in grades 4th-6th</td>
</tr>
<tr>
<td>Location</td>
<td>Program Name</td>
<td>Description</td>
</tr>
<tr>
<td>--------------</td>
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<td>-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Branchburg</td>
<td>Boys Council</td>
<td>A 10 week after school program for 7th grade boys who have been identified by guidance as at-risk. The program promotes strength, responsibility, and community in pre-teen and adolescent boys. Group topics will include anger management, job seeking skills, relationships, how to communicate effectively, coping skills, self-esteem, and stress management.</td>
</tr>
<tr>
<td>Branchburg</td>
<td>Girls Circle</td>
<td>A 10 week after school program for 7th grade girls who have been identified by guidance as at-risk. The program is designed to foster self-esteem, help girls maintain authentic connections with peers and adult women in their community. Group topics will address body image, body awareness, coping skills, self-esteem, stress management and others.</td>
</tr>
<tr>
<td>Franklin</td>
<td>ARISE</td>
<td>The program provides a dispositional alternative with intervention services for youth that are involved or are at risk of involvement in the juvenile justice system. ARISE is a comprehensive community based program that includes case management, counseling, life skills and recreation. The program serves juveniles that are referred from the Franklin Township Police Department, the Somerset County Juvenile Conference Committee, Somerset County Probation, Somerset County Family Crisis Intervention Unit and Franklin Township Public Schools. The program serves 45 clients per year.</td>
</tr>
<tr>
<td>Franklin</td>
<td>Women to Girls</td>
<td>Women to girls, is a mentoring program that is designed to reduce juvenile delinquency and academic failure and to increase self-esteem and self worth. This is achieved through girls participating in Life Skills Workshops, educational, recreation and prevention activities and guidance provided by adult mentors. At-risk youth are those identified as having problems in school academically, socially or behaviorally.</td>
</tr>
<tr>
<td>Franklin</td>
<td>Edgemere Learning Center</td>
<td>Concerned residents of the Edgemere Tenants Association coordinate a variety of programs including: tutoring and homework help, recreation activities and prevention education.</td>
</tr>
<tr>
<td>Franklin</td>
<td>Youth Council</td>
<td>The Youth Council is a program which provides leadership skills, team building, effective communication, cultural diversity training, conflict resolution, problem solving and parliamentary procedure for youth in grades 7-12.</td>
</tr>
<tr>
<td>Franklin</td>
<td>Parkside Learning Center</td>
<td>The program offers students the opportunity to select and enjoy a variety or reading material and to participate in numerous reading related activities. During the school year the program will provide reading, tutorial, and homework help for children living at the Parkside Apartment Complex and the surrounding community.</td>
</tr>
<tr>
<td>Location</td>
<td>Program Description</td>
<td>Participants</td>
</tr>
<tr>
<td>---------------</td>
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<td>--------------</td>
</tr>
<tr>
<td>Manville</td>
<td>A 12 week character building program which is dedicated to educating and preparing girls for a lifetime of self-respect and healthy living. The goal of the program is to reduce the potential; display of at-risk activities among its participants by providing girls with the tools to make healthy decisions and form healthy self-images. The curriculum includes training for a 5K race/walk which takes place at the end of the 12 weeks.</td>
<td>50 Girls in grades 4th-8th</td>
</tr>
<tr>
<td>Montgomery</td>
<td>A 12 week character building program which is dedicated to educating and preparing girls for a lifetime of self-respect and healthy living. The goal of the program is to reduce the potential; display of at-risk activities among its participants by providing girls with the tools to make healthy decisions and form healthy self-images. The curriculum includes training for a 5K race/walk which takes place at the end of the 12 weeks.</td>
<td>100 girls grades 3-8</td>
</tr>
<tr>
<td>North Plainfield</td>
<td>The program provides a safe and structured environment for youth age 13-18. Activities include basketball, soccer, movies, games and refreshments. The program is run two nights a week during the summer.</td>
<td>150 students per week</td>
</tr>
<tr>
<td>Somerset Hills</td>
<td>The goal of Quest is to build developmental assets in youth. The program focuses on adult role models, positive peer influence, planning and decision making, interpersonal competence, peaceful conflict resolution personal empowerment, self-esteem sense of purpose and positive view of the future</td>
<td>20 students in grades 8-12</td>
</tr>
<tr>
<td>Somerset Hills</td>
<td>A 12 week character building program which is dedicated to educating and preparing girls for a lifetime of self-respect and healthy living. The goal of the program is to reduce the potential; display of at-risk activities among its participants by providing girls with the tools to make healthy decisions and form healthy self-images. The curriculum includes training for a 5K race/walk which takes place at the end of the 12 weeks.</td>
<td>32 4th grade girls</td>
</tr>
<tr>
<td>Somerville</td>
<td>A 12 week character building program which is dedicated to educating and preparing girls for a lifetime of self-respect and healthy living. The goal of the program is to reduce the potential; display of at-risk activities among its participants by providing girls with the tools to make healthy decisions and form healthy self-images. The curriculum includes training for a 5K race/walk which takes place at the end of the 12 weeks.</td>
<td>35 girls in grades 4th-6th</td>
</tr>
<tr>
<td>Warren</td>
<td>A 12 week character building program which is dedicated to educating and preparing girls for a lifetime of self-respect and healthy living. The goal of the program is to reduce the potential; display of at-risk activities among its participants by providing girls with the tools to make healthy decisions and form healthy self-images. The curriculum includes training for a 5K race/walk which takes place at the end of the 12 weeks.</td>
<td>60 4th and 5th grade girls</td>
</tr>
<tr>
<td>Watchung</td>
<td>Girls on the Run/ Girls on Track</td>
<td>A 12 week character building program which is dedicated to educating and preparing girls for a lifetime of self-respect and healthy living. The goal of the program is to reduce the potential; display of at-risk activities among its participants by providing girls with the tools to make healthy decisions and form healthy self-images. The curriculum includes training for a 5K race/walk which takes place at the end of the 12 weeks.</td>
</tr>
<tr>
<td>Watchung</td>
<td>Bayberry Bookers</td>
<td>The goals of this program are to enable boys to establish goals and work toward achieving them. In each session, the boys discuss topics such as “Nutrition”, “Making Positive Choices”, and “Cooperating With Others” working toward stronger self-confidence and resilience. Through these sessions, participants discuss goals and behaviors that help them achieve these goals. Additionally, participants discuss potential obstacles to achieving these goals and how to overcome these obstacles. Participants gain tools that will help them to express their feelings constructively and successfully make healthy choices.</td>
</tr>
</tbody>
</table>
APPENDIX 7

Somerset County Youth Services Commission

Adolescent Information Form

Agency Reporting Form

Revised June 2006
Client's Current Living Arrangement
01 At Home
02 Detention/Corrections
03 Foster Home
04 Friends
05 Homeless
06 Living Alone
07 Psychiatric Hospital
08 Residential Placement
09 Shelter
10 Relative

Client's Current Family Constellation
1 Adoptive Parents
2 Biological Parents
3 Biological Parent & Step Parent
4 Relative
5 Single Parent
6 Non-Relative

Client's Current Employment Status
1 Disabled
2 Employed-Full Time
3 Employed-Part-Time
4 Homemaker
5 Job Training
6 Not Employed
7 Unknown

Client's Current Educational Status
01 College
02 Drop-Out
03 Enrolled in School-Not Attending
04 GED/Adult Education
05 Special Program - In House
06 Special Program - Private School
07 Special Program - Public School
08 Traditional Private School
09 Traditional Public School
10 Twilight Program
11 Work Study
12 Pre-School

Highest Grade Level Completed

Special Education Eligibility
01 Auditory Impaired
02 Autistic
03 Cognitively Impaired
04 Communication Impaired
05 Emotionally Disturbed
06 Multiply Disabled
07 Orthopedically Impaired
08 Other Health Impairment
09 Preschool Disabled
10 Specific Learning Disability
11 Traumatic Brain Injury
12 Visually Impaired
13 Unavailable
14 None

Client Past History
(Check all that apply)
01 Alcohol/Drug - Nonresidential

Contributing Factors for Referral
(Check all that apply)
01 Adoption
02 Alcohol Abuse
03 Delinquent Act
04 Depression
05 Discharge from Corrections
06 Divorce/Separation
07 Domestic Violence
08 Drug Abuse
09 Economic Stress
10 Family/Child Conflict
11 Homeless
12 Lack of Employment/Skills
13 Lack of Independent Living Skills
14 Lack of Supervision/Neglect
15 Marital Discord
16 Mental Illness in the Family
17 Peer Relationships
18 Physical Abuse
19 Pregnancy/Teenage Parent
20 Return from Alcohol/Drug Rehabilitation
21 Return from Psychiatric Facility
22 Return from Residential/Group Home
23 Runaway
24 Inappropriate Sexual Behavior/Sex Offender
25 Substance Abuse in the Family
26 Throwaway
27 Transiency
28 School Attendance Problems
29 Sexual Abuse
30 Sexual Identity
31 Suicidal Ideations/Gestures
32 Unresolved Grief
33 AIDS Related
34 Criminal Behavior by Family Member
35 Developmentally Delayed/Disability
36 Health Related/Child
37 Health Related/Family
38 Lack of Parenting Skills
39 Remarriage/Blended Family
40 Compulsive Gambling/Spending/Child
41 Compulsive Gambling/Spending/Family
42 Eating Disorders
43 Mental Health Issues/Child
44 School Behavior/Academic Problems
45 Fire Setting Behavior
46 Cruelty to Animals
47 Gang Activity
48 Acculturation Issues

Primary Reason for Referral
(Enter one number from above list)
### Client's Current Living Arrangement

- 01 At Home
- 02 Detention/Corrections
- 03 Foster Home
- 04 Friends
- 05 Homeless
- 06 Living Alone
- 07 Psychiatric Hospital
- 08 Residential Placement
- 09 Shelter
- 10 Relative

### Client's Current Family Constellation

- 1 Adoptive Parents
- 2 Biological Parents
- 3 Biological Parent & Step Parent
- 4 Relative
- 5 Single Parent
- 6 Non-Relative

### Client's Current Employment Status

- 1 Disabled
- 2 Employed-Full Time
- 3 Employed Part-Time
- 4 Homemaker
- 5 Job Training
- 6 Not Employed
- 7 Unknown

### Client's Current Educational Status

- 01 College
- 02 Drop-Out
- 03 Enrolled in School-Not Attending
- 04 GED/Adult Education
- 05 Special Program - In House
- 06 Special Program - Private School
- 07 Special Program - Public School
- 08 Traditional Private School
- 09 Traditional Public School
- 10 Twilight Program
- 11 Work Study
- 12 Pre-School

### Highest Grade Level Completed

### Special Education Eligibility

- 01 Auditory Impaired
- 02 Autistic
- 03 Cognitively Impaired
- 04 Communication Impaired
- 05 Emotionally Disturbed
- 06 Multiply Disabled
- 07 Orthopedically Impaired
- 08 Other Health Impairment
- 09 Preschool Disabled
- 10 Specific Learning Disability
- 11 Traumatic Brain Injury
- 12 Visually Impaired
- 13 Unavailable
- 14 None

### Client Past History

*(Check all that apply)*

- 01 Alcohol/Drug - Nonresidential
- 02 Alcohol/Drug - Residential
- 03 Corrections
- 04 Court/Family Case Management
- 05 Detention
- 06 DYFS
- 07 Early Care
- 08 Foster Care
- 09 Mental Health - Inpatient
- 10 Mental Health - Outpatient
- 11 Probation
- 12 Residential
- 13 Shelter
- 14 None
- 15 Family Planning
- 16 Skills Training

### Contributing Factors for Referral

*(Check all that apply)*

- 01 Adoption
- 02 Alcohol Abuse
- 03 Delinquent Act
- 04 Depression
- 05 Discharge from Corrections
- 06 Divorce/Separation
- 07 Domestic Violence
- 08 Drug Abuse
- 09 Economic Stress
- 10 Family/Child Conflict
- 11 Homeless
- 12 Lack of Employment/Skills
- 13 Lack of Independent Living Skills
- 14 Lack of Supervision/Neglect
- 15 Marital Discord
- 16 Mental Illness in the Family
- 17 Peer Relationships
- 18 Physical Abuse
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- 34 Criminal Behavior by Family Member
- 35 Developmentally Delayed/Disability
- 36 Health Related/Child
- 37 Health Related/Family
- 38 Lack of Parenting Skills
- 39 Remarriage/Blended Family
- 40 Compulsive Gambling/Spending/Child
- 41 Compulsive Gambling/Spending/Family
- 42 Eating Disorders
- 43 Mental Health Issues/Child
- 44 School Behavior/Academic Problems
- 45 Fire Setting Behavior
- 46 Cruelty to Animals
- 47 Gang Activity
- 48 Acculturation Issues

### Primary Reason for Referral

*(Enter one number from above list)*
INSTRUCTIONS
for
Completion of the AIF

1. Complete and Adolescent Information Form (AIF) at the time of initial face-to-face contact on every child newborn to 19 years of age.

2. To enter "Client's Identification Number," please convert client's first and last initials to numbers and then fill in the birth date using 00/00/00 format. Next indicate whether a Male (M) or Female (F) and insert the respective number for race designation.

3. Continue to complete the form using the codes following the categories. Remember to complete the form from the perspective of the CLIENT, not the family members.

4. Do not leave any blank boxes.

5. Family Case Management must insert the Party ID Number in the designated space.

For Agency Liaisons

1. Please be responsible for collecting the AIFs on a monthly basis.

2. Review all the forms and make sure all the fields are completed.

3. Please note on the cover page the month you are sending and the number of forms in the batch.

4. Forward the previous months forms on the 10th day of each month.