

County of Somerset New Jersey

PO Box 3000
COUNTY ADMINISTRATION BUILDING
SOMERVILLE, NJ 08876-1262

PURCHASING DIVISION
KAREN L. McGEE, RPPO, QPA
Purchasing Agent



NE: 908-231-7043
AX: 908-575-3917

NOTICE OF RFP

The County of Somerset is soliciting proposals through the competitive contracting process in accordance with N.J.S.A. 40A:11-4.1, et seq.

Sealed RFP responses will be received by the Purchasing Agent on **JUNE 2, 2020 at 12:30 P.M.** in the Purchasing Division, County Administration Building, 20 Grove Street, Somerville, New Jersey 08876 at which time and place responses will be opened and read for:

Workforce Learning Link for Hunterdon County and Somerset County CONTRACT #: CY-COM-0034-20

In accordance with the Governor's directives, the County of Somerset offices are closed to the public, but still operational.

The Somerset County Purchasing Division is maintaining Social Distancing; therefore, it is encouraged to **Mail** in your bid/RFP responses in a timely manner via USPS, UPS and FedEx, etc. If they must be hand-delivered, potential bidders/respondents may drop them off at the Main Entrance of the County's Administration Building, 20 Grove Street, Somerville, New Jersey 08876 and a Sheriff's Officer will contact the Purchasing Division to receive the responses.

We value the integrity of the procurement process, and due to the circumstances, the bid opening will be conducted via Live-Stream from the Freeholder's Meeting room. You can access the Live-Stream from the County's homepage at the prevailing date and time stated in this Notice to Bidders. During the bid opening process, the bidders will be announced as well bid amounts. A bid review providing unit prices will not take place at the openings. Instead, this information will be posted, as always to the Purchasing webpage once available.

RFP responses must be made on the standard proposal forms, be enclosed in a sealed package bearing the name and address of the respondent and the **"RFP TITLE NAME & CONTRACT #"** on the outside, addressed to Karen L. McGee, Purchasing Agent, at the address above.

Specifications and instructions may be obtained at the Purchasing Office or on the County Website, www.co.somerset.nj.us.

Any RFP Addenda will be issued on the website, and processed in accordance with N.J.S.A. 40A:11-23(c)(1). All interested respondents should check the website from now through RFP opening. It is the sole responsibility of the respondent to be knowledgeable of all addenda related to this procurement.

Respondents are required to comply with the requirements of N.J.S.A 10:5-31 et seq. and N.J.A.C 17:27 et seq.

Karen L. McGee, RPPO, QPA
Purchasing Agent
Legal Publication Date: May 1, 2020

1. Introduction

The Greater Raritan Workforce Development Board (GRWDB), serving Hunterdon and Somerset Counties, New Jersey, seeks proposals from responsible respondents for services that, when delivered, will result in the organization meeting or exceeding performance measures established by the United States Department of Labor Education and Training Administration, the New Jersey Department of Labor, and the New Jersey State Employment and Training Commission.

The GRWDB has identified career paths vs. simply employment as one of its strategic objectives. This strategic objective aligns with the mission of the Workforce Learning Link (WLL) to: provide customers with a short term program to enhance their basic literacy skills, provide high school equivalency preparation, to build English language skills, to learn basic computer skills and to improve overall employability and soft skills for career establishment, maintenance, enrichment and advancement. All programs must be delivered within the framework established by the *College and Career Readiness Standards* (<http://www.state.nj.us/education/genfo/readiness.pdf>) and by the Common Core State Standards (<http://www.state.nj.us/education/cccs/>), as applied to Adult Basic Education.

The GRWDB, through the Greater Raritan One Stop, as the designated service provider and the County of Somerset, as the designated Fiscal Agent, is issuing a Request for Proposals for the Workforce Learning Link (WLL) services for Somerset and Hunterdon Counties.

Respondents are expected to understand federal and state laws, regulations and guidelines governing the use of Workforce Learning Link funds and deliver services consistent with those laws, regulations, and guidelines. The successful respondent will be contracted through the County of Somerset, New Jersey Department of Human Services as the One Stop Operator.

The Request for Proposal is for the time period of July 1, 2020 – June 30, 2021 with the option to extend the contract on an annual basis for up to an additional four (4) years. Anticipated funds available for the first 12 months is \$65,000 and must serve a minimum of 65 customers. **Funding is dependent upon receipt of funds from the New Jersey Department of Labor and Workforce Development. There is no guarantee of funds or of contract extension.** (Please note that these funds may not be used to support or fund State functions such as GED Testing Centers or for a participant who has a diploma or its equivalent.)

2. Administrative Conditions and Requirements

The following items express the conditions and requirements of this RFP. Together with the other RFP sections, they apply to the RFP process, the subsequent contract, and project production. Any proposed change, modification, or exception to these conditions and requirements may be the basis for the owner to determine the proposal as non-responsive to the RFP and will be a factor in the determination of an award of a contract. The contents of the proposal of the successful respondent, as accepted by the owner, will become part of any contract awarded as a result of this RFP.

2.1 Schedule

The dates established for respondent proposals, proposal review, contractor selection and project initiation are:

- | | |
|--|---------------|
| 1. Release of RFP | May 1, 2020 |
| 2. Proposal Due Date | June 2, 2020 |
| 3. Evaluation Completed | June 3, 2020 |
| 4. Governing Body Action | June 23, 2020 |
| 5. Contract Execution and Project Initiation | July 1, 2020 |

2.2 Proposal Submission Information

Submission Date and Time:

JUNE 2, 2020 at 12:30 P.M.

One (1) Original **signed in ink** & four (4) copies.

Three (3) ring binders or elaborate binding is unnecessary.

Submission Office:

Office of the Purchasing Agent
Administration Building – 3rd Floor
20 Grove Street
Somerville, NJ 08876

Clearly mark the submittal package with the title of this RFP and the name of the responding firm, addressed to the Purchasing Agent. The original proposal shall be **signed in ink** and marked to distinguish it from the **four (4) copies**. **Faxed or emailed proposals will NOT be accepted.**

The County disclaims any responsibility for proposals received late by regular or express mail. If the proposal is sent by express mail service, the designation must appear on the outside of the express mail envelope. Proposals received after the designated time and date will be returned unopened (no exceptions).

Only those RFP responses received prior to or on the submission date and time will be considered. Responses delivered before the submission date and time specified above may be withdrawn upon written application of the respondent who shall be required to produce evidence showing that the individual is or represents the principal or principals involved in the proposal. After the submission date and time specified above, responses must remain firm for a period of sixty (60) days.

2.3 Using Department Information

Greater Raritan One Stop
Monica Mulligan
908-704-6326

2.4 County Representative for this Solicitation

Please direct all questions in writing to:

Karen L. McGee, RPPO, QPA
Purchasing Agent

Voice: 908-231-7043

Fax: 908 575-3917

Email: PurchasingDiv@co.somerset.nj.us

Questions by prospective respondents concerning this RFP may be addressed to Karen L. McGee, RPPO, QPA, Purchasing Agent for the County of Somerset in writing via fax at 908-575-3917 or by email: PurchasingDiv@co.somerset.nj.us. Please note the aforementioned contact is authorized only to direct the attention of prospective respondents to various portions of the requirements so that they may read and interpret each portion for themselves. **NO** employee of the County of Somerset is authorized to give interpretations of any portion of this RFP or to give information as to the requirements for the RFP in addition to that already contained in the RFP unless as a formal addenda.

Interpretations of the RFP or additional information as to its requirements, when necessary, shall be communicated to prospective respondents **only** by written addendum issued by the Purchasing Agent of the County of Somerset.

Please identify the contract name, number and note Request for Information as the subject line when submitting a request by fax or email.

2.5 Interpretations and Addenda

- A. The respondent understands and agrees that its proposal is submitted on the basis of the specifications prepared by the County. The respondent accepts the obligation to become familiar with these specifications.
- B. Respondents are expected to examine the specifications and related documents with care and observe all their requirements. Ambiguities, errors or omissions noted by respondent should be promptly reported in writing to the Purchasing Agent. In the event the respondent fails to notify the County of such ambiguities, errors or omissions, the respondent shall be bound by the proposal.
- C. No oral interpretation of the meaning of the specifications will be made to any potential respondent. Every request for an interpretation shall be in writing, *addressed to the Purchasing Agent, referencing the Contract Name and Contract Number in the subject line*, at PurchasingDiv@co.somerset.nj.us. In order to be given consideration, written requests for interpretation and or clarification must be received at last three (3) business days prior to the date fixed for the opening of the proposals.
- D. All interpretations, clarifications and any supplemental instructions will be in the form of written addenda to the specifications, and will be distributed to all prospective bidders. All addenda so issued shall become part of the specification and RFP documents, and shall be acknowledged by the respondent by completing the Acknowledgement of Receipt of Addenda form. The County's interpretations or corrections thereof shall be final.

Pursuant to N.J.S.A. 40A:11-23(c)(1) when issuing addenda, the owner shall provide required notice prior to official receipt of proposals to any person who has submitted a response or who has received a RFP package. They will be sent via electronic transmissions to those known recipients of the RFP specifications.
- E. Discrepancies in RFP's
 - 1. If the amount shown in words and its equivalent figures do not agree, the written words shall be binding. Ditto marks are not considered writing or printing and shall not be used.
 - 2. In the event that there is a discrepancy between the unit prices and the extended totals, the unit price shall prevail. In the event there is an error of the summation of the extended totals, the computation by the County of the extended totals shall govern.

2.6 Quantities of Estimate

Wherever the estimated quantities of work to be done are shown in any section of this RFP, including the Proposal Cost Form, they are given for use in comparing proposals. The owner especially reserves the right (except as herein otherwise specifically limited) to increase or diminish the quantities as may be deemed reasonably necessary or desirable by the owner to complete the work detailed by the contract. Such increase or diminution shall in no way violate this contract, nor shall any such increase or diminution give cause for claims or liability for damages.

2.7 Cost Liability and Additional Costs

The owner assumes no responsibility and liability for costs incurred by the respondents prior to the issuance of an agreement. The liability of the owner shall be limited to the terms and conditions of the contract.

Respondents will assume responsibility for all costs not stated in their proposals. All unit rates either stated in the proposal or used as a basis for its pricing are required to be all-inclusive. Additional charges, unless incurred for additional work performed by request of the owner as noted in 2.6, are not to be billed and will not be paid.

2.8 Statutory and Other Requirements

2.8.1 Compliance with Laws

Any contract entered into between the contractor and the owner must be in accordance with and subject to compliance by both parties with the New Jersey Local Public Contracts Law. The contractor must agree to comply with the non-discrimination provisions and all other laws and regulations applicable to the performance of services there under. The respondent shall sign and acknowledge such forms and certificates as may be required by this section.

2.8.2 Mandatory EEO/Affirmative Action Compliance - N.J.S.A 10:5-31 et seq. and N.J.A.C 17:27 et seq.

No firm may be issued a contract unless it complies with the affirmative action provisions of N.J.S.A. 10:5-31 et seq. and N.J.A.C. 17:27-1 et seq. as administered by the Division of Purchase & Property Contract Compliance and Audit Unit (Division) and provided below. The contract will include the language included as attachment A in this specification.

1. Goods, Professional Services and Service Contracts

Each contractor shall submit to the public agency, after notification of award but prior to execution of a goods and services contract, one of the following three documents:

- i. A Letter of Federal Approval indicating that the vendor is under an existing federally approved or sanctioned affirmative action program. A copy of the letter must be provided by the vendor to the Public Agency and Division. This approval letter is valid for one year from the date of issuance.
- ii. A Certificate of Employee Information Report (hereafter "Certificate"), issued in accordance with N.J.A.C. 17:27 et seq. The vendor must provide a copy of the Certificate to the Public Agency as evidence of its compliance with the regulations. The Certificate represents the review and approval of the vendor's Employee Information Report, Form AA-302 by the Division
- iii. The successful respondent shall complete an Initial Employee Report, Form AA-302 and submit it to the Division with a check or money order for \$150.00 made payable to "Treasurer, State of New Jersey" www.state.nj.us/treasury/contract_compliance

The form shall be properly executed.

2.8.3 New Jersey Anti-Discrimination – N.J.S.A. 10:2-1

There shall be no discrimination against any employee engaged in the work required to produce the goods and services covered by any contract resulting from this bid, or against any applicant to such employment because of race, religion, sex, national origin, creed, color, ancestry, age, marital status, affectional or sexual orientation, familial status, liability for service in the Armed Forces of the United States, or nationality. This provision shall include, but not be limited to the following: employment upgrading, demotion, transfer, recruitment or recruitment advertising, layoff or termination, rates of pay or other forms of compensation, and selection for training, including apprenticeship. The contractor shall insert a similar provision in all subcontracts for services to be covered by any contract resulting from this RFP.

2.8.4 Americans with Disabilities Act of 1990 - 42 U.S.C. S121 01 et seq.

Discrimination on the basis of disability in contracting for the delivery of services is prohibited. Respondents are required to read American with Disabilities language that is part of the documents attached hereto and agree that the provisions of Title II of the Act are made part of the contract. The contractor is obligated to comply with the Act and hold the owner harmless.

2.8.5 Ownership Disclosure - N.J.S.A. 52:25-24.2 (P.L. 1977 c.33)

In accordance with N.J.S.A. 52:25-24.2, no corporation, partnership, limited partnership, limited liability corporation, limited liability partnership, Subchapter S corporation or sole proprietorship, shall be awarded a contract, unless prior to the receipt of the RFP response/bid or accompanying the RFP response/bid of the

corporation, partnership, limited partnership, limited liability corporation, limited liability partnership, subchapter S corporation or sole proprietorship, there is submitted to the County a statement setting forth the names and addresses of all stockholders who own 10% or more of the stock, of any class or of all individual partners who own a 10% or greater interest in the corporation, partnership, limited partnership, limited liability corporation, limited liability partnership, Subchapter S corporation or sole proprietorship. If one or more such stockholder or partner is itself a corporation or partnership, the stockholders holding 10% or more of that corporation's stock, or the individual partners owning 10% or greater interest in that partnership, as the case may be, shall also be listed. The disclosure shall be continued until names and addresses of every non-corporate stockholder and individual partner, exceeding the 10% ownership criteria established in this act has been listed. The form shall be signed and submitted with the RFP proposal/bid whether or not a stockholder or partner owns less than 10% of the business submitting the RFP proposal/bid. Failure to comply requires mandatory rejection of the RFP proposal/bid. The Respondent shall complete and submit the form of statement that is included in this RFP.

2.8.6 Non-Collusion Affidavit - N.J.S.A. 52:34-15

The Non-Collusion Affidavit, which is part of this RFP, shall be properly executed and submitted with the RFP response.

2.8.7 Proof of N.J. Business Registration Certificate N.J.S.A. 52:32-44

Pursuant to N.J.S.A. 52:32-44, Somerset County ("Contracting Agency") is prohibited from entering into a contract with an entity unless the bidder/proposer/contractor, and each subcontractor that is required by law to be named in a bid/proposal/contract has a valid Business Registration Certificate on file with the Division of Revenue and Enterprise Services within the Department of the Treasury.

Prior to contract award or authorization, the contractor shall provide the Contracting Agency with its proof of business registration and that of any named subcontractor(s).

Subcontractors named in a bid or proposal shall provide proof of business registration to the bidder, who in turn, shall provide it to the Contracting Agency prior to the time of contract, purchase order, or other contracting document is awarded or authorized.

During the course of contract performance:

- (1) The contractor shall not enter into a contract with a subcontractor unless the subcontractor first provides the contractor with a valid proof of business registration.
- (2) The contractor shall maintain and submit to the Contracting Agency a list of subcontractors and their addresses that may be updated from time to time.
- (3) The contractor and any subcontractor providing goods or performing services under the contract, and each of their affiliates, shall collect and remit to the Director of the Division of Taxation in the Department of Treasury, the use tax due pursuant to the Sales and Use Tax Act, (N.J.S.A. 54:32B-1 et seq.) on all sales of tangible personal property delivered in the State. Any questions in this regard can be directed to the Division of Taxation at (609) 292-6400. Form NJ-REG can be filed online at www.state.nj.us/treasury/revenue/busregcert.shtml.

Before final payment is made under the contract, the contractor shall submit to the Contracting Agency a complete and accurate list of all subcontractors used and their addresses.

Pursuant to N.J.S.A. 54:49-4.1, a business organization that fails to provide a copy of a business registration as required, or that provides false business registration information, shall be liable for a penalty of \$25.00 for each day of violation, not to exceed \$50,000, for each proof of business registration not properly provided under a contract with a contracting agency.

Emergency Purchases or Contracts

For purchases of an emergent nature, the contractor shall provide its Business Registration Certificate within two weeks from the date of purchase or execution of the contract or prior to payment for goods or services, whichever is earlier.

2.8.8 Pay to Play – Notice of Disclosure Requirement

Business entities are advised of their responsibility to file an annual disclosure statement of political contributions with the New Jersey Election Law Enforcement Commission (ELEC) pursuant to N.J.S.A. 19:44A-20.27 if they receive contracts in excess of \$50,000 from public entities in a calendar year. Business entities are responsible for determining if filing is necessary. Additional information on this requirement is available from ELEC at 888-313-3532 or at www.elec.state.nj.us.

2.8.9 Assign, Sublet or Transfer Any Rights/Interests

Neither the owner nor the Contractor shall assign, sublet, or transfer any rights or interest in this Agreement without the prior written consent of the other party. Unless specifically stated to the contrary, in writing, prior to an assignment, no assignment will release or discharge the assignor from any duty or responsibility under this Agreement. Nothing herein shall be construed to give any rights or benefits to anyone other than the owner and the Contractor.

2.8.10 Insurance and Indemnification

If it becomes necessary for the contractor, either as principal or by agent or employee, to enter upon the premises or property of the owner in order to construct, erect, inspect, make delivery or remove property hereunder, the contractor hereby covenants and agrees to take use, provide and make all proper, necessary and sufficient precautions, safeguards, and protection against the occurrence of happenings of any accident, injuries, damages, or hurt to person or property during the course of the work herein covered and be his/her sole responsibility.

The contractor shall maintain sufficient insurance to protect against all claims under Workers Compensation, General Liability and Automobile and shall be subject to approval for adequacy of protection and certificates of such insurance shall be provided.

Indemnification

The contractor agrees to indemnify and save harmless the owner, its officers, agents and employees, hereinafter referred to as indemnitees, from all suits, including attorney's fees and costs of litigation, actions, loss damage, expense, cost of claims, of any character or on account of any act, claim or amount arising or recovered under Worker's Compensation law, or arising out of failure of the Contractor or those acting under Contractor to conform to any statutes, ordinances, regulations, law or court decree. It is the intent of the parties to this contract that the indemnities shall, in all instances, except for loss or damage resulting from the sole negligence of the indemnitee, be indemnified against all liability, loss or damage of any nature whatsoever.

Insurance Requirements:

Worker's Compensation and Employer's Liability Insurance

This insurance shall be maintained in full force during the life of this contract by the contractor covering all employees engaged in performance of this contract pursuant to N.J.S.A. 34:15-12(a) and N.J.A.C. 12:235-1.6. Minimum Employer's Liability \$1,000,000.00.

General Liability Insurance

This insurance shall have limits of not less than \$3,000,000.00 any one person and \$3,000,000.00 any one accident for bodily injury and \$3,000,000.00 aggregate for property damage, and shall be maintained in force during the life of the contract.

Automobile Liability Insurance

This insurance covering contractor for claims arising from owned, hired and non-owned vehicles with limits of not less than \$3,000,000.00 any one person and \$3,000,000.00 any one accident for bodily injury and \$3,000,000.00 each accident for property damage, shall be maintained in force during the life of this contract by the contractor.

Professional Liability/Malpractice Insurance Policy (if applicable)

Coverage in the amount of \$2,000,000.00/occurrence, \$4,000,000.00 aggregate and assurance that each such policy for each staff member remains full and in effect while providing services for owner.

The contractor shall provide the owner with a Certificate of Insurance naming the County of Somerset as additionally insured, evidencing the existence of required insurance prior to the commission of work. Said insurance must include coverage for complete operations, contractual insurance and independent contractor or subcontractor insurance, where and if applicable.

Errors and Omissions Insurance

- A. The contractor shall purchase and maintain during the entire period of this contract, errors and omissions insurance that shall protect the contractor and the County from any and all claims that may arise out of or result from the contractor's performance of this contract. Specifically, the errors and omissions insurance shall have limits of not less than \$2,000,000.00 dollars per occurrence and \$4,000,000.00 dollars in the aggregate.
- B. Certificates of the Required Insurance
Certificates as listed above shall be submitted along with the contract as evidence covering Errors and Omissions insurance. Such coverage shall be with acceptable insurance companies operating on an admitted basis in the State of New Jersey.

The contractor shall provide the County with a Certificate of Insurance naming the County, its employees, officers, and agents as additionally insured, and evidencing the existence of required insurance prior to the commission of work.

Somerset County will not accept Mutual Limitation of Liability terms.

2.8.11 Health Insurance Portability and Accountability Act of 1996 - HIPAA (If Applicable)

Both parties agree to comply with all requirements of the Federal Health Insurance Portability and Accountability Act of 1996 ("HIPAA") as maybe amended from time to time, and the corresponding HIPAA regulations for the confidentiality and security of medical information.

The Contractor shall:

- Not use or disclose protected health information other than as permitted or required by law
- Use appropriate safeguards to protect the confidentiality of the information
- Report any use or disclosure not permitted

The contractor, by execution of the contract, shall thereby indemnify and hold the owner harmless from any and all liabilities, claims, actions, costs and penalties which may be incurred as the result of the failure of the contractor to comply with the requirements of the Health Insurance Portability and Accountability Act (HIPAA) or any other statute or case law protecting the privacy of persons using its services.

2.8.12 Proof of Licensure

Proof of licensure for providing Services in the State of New Jersey, for either the firm or the person responsible for the work, shall be provided as required.

2.8.13 Disclosure of Investment Activities in Iran – P.L. 2012, c. 25

P.L. 2012, c.25 prohibits State and local public contracts with persons or entities engaging in certain investment activities in energy or finance sectors of Iran.

2.8.14 Prompt Payment – Goods & Services–

P.L. 2019, C.127 (LFN 2019-02 1/23/19)

P.L. 2018, c. 127 establishes a prompt payment requirement that applies to goods and services contracts a contracting unit awards to a "business concern" under the Local Public Contracts Law (LPCL). The law applies to all goods and services contracts awarded on or after February 1, 2019 (the law's effective date) regardless of dollar amount and any contracts requiring either a single payment or multiple payments. The law does not change the prompt payment requirements for improvements to real property and structures as set forth in N.J.S.A. 2A:30A-1 et seq. and described in LFN 2006-21. The law defines "Business Concern" as any person engaged in a trade or business, including a private nonprofit entity operating as an independent contractor, providing goods and services directly to a contracting unit or to a designated third party and operating pursuant to a contract with a contracting unit which requires either a single payment or multiple payments, but shall not include a "public utility" as defined in N.J.S.A. 48:2.13.

2.9 Public Emergency

In the event of a Public Emergency declared at the Local, State or Federal Level, if the owner opts to extend terms and conditions of this RFP, the contractor agrees to extend the terms and conditions of this RFP, whether existing, expiring or expired no longer than six months, for goods and/or services for the duration of the emergency. In the event the original contractor cannot meet this requirement, the owner may solicit the goods and/or services from any bidder on this contract.

2.10 Multiple Proposals Not Accepted

More than one proposal from an individual, a firm or partnership, a corporation or association under the same or different names shall not be considered.

2.11 Subcontractors

The owner will consider the primary contractor to be the sole point of contact with regard to contract matters. The primary contractor will be required to assume sole responsibility for delivery of all services.

2.11.1 Use of Sub-consultants

Respondent may find it advantageous to include sub-consultants in their proposal. Such an arrangement is acceptable provided that the relationship between firms is clearly defined and the method of maintaining proper project management and oversight is described within the proposal. The use of sub-consultants is left to the discretion of respondent, provided that the criteria of adequate capability in all areas of the scope of work is met. Any sub-consultants must be identified in the same manner as the primary consultant.

2.12 Failure to Enter Contract

Should the respondent, to whom the contract is awarded, fail to enter into a contract within ten (10) days, Sundays and holidays excepted, the owner may then, at its option, accept the proposal of another respondent.

2.13 Commencement of Work

The contractor agrees to commence work after the date of award by the owner and upon notice from the using department.

2.14 Time of Completion

It is hereby understood and mutually agreed, by and between the respondent and the owner, that the date on which the work shall be substantially complete as specified in the RFP is an essential condition of this contract. It is further mutually understood and agreed that the work and contract time embraced in this

Contract shall commence on the date specified and that the resulting contract shall be completed in sequence and time frames identified by the owner.

The respondent agrees that said services shall be processed regularly, diligently, and uninterruptedly at such rate of progress as will ensure full completion thereof within the time specified. It is expressly understood and agreed, by and between the respondent and the owner, that the time of completion of the services described herein is a reasonable time for the completion of it.

2.15 Termination of Contract

If, through any cause, the contractor shall fail to fulfill in a timely and proper manner obligations under the Contract or if the contractor violates any requirements of the Contract, the owner shall thereupon have the right to terminate the Contract by giving written notice to the contractor of such termination at least thirty (30) days prior to the proposed effective date of the termination. Such termination shall relieve the owner of any obligation for the balances to the contractor of any sum or sums set forth in the Contract.

The contractor agrees to indemnify and hold the owner harmless from any liability to subcontractors/suppliers concerning payment for work performed or goods supplied arising out of the lawful termination of the Contract by the owner under this provision.

In case of default by the contractor, the owner may procure the articles or services from other sources and hold the contractor responsible for any excess cost occasioned thereby.

2.16 Non-Allocation of Funding Termination

Each fiscal year payment obligation of the Owner is conditioned upon the availability of Owner funds appropriated or allocated for the payment of such an obligation. If funds are not allocated and available for the continuance of any services performed by the Contractor hereunder, whether in whole or in part, the Owner at the end of any particular fiscal year may terminate such services. The Owner will notify the Contractor in writing immediately of any services that will be affected by a shortage of appropriated funds. This provision shall not be construed so as to permit the Owner to terminate this Agreement during the term, or any service hereunder, merely in order to acquire identical services from a third party contractor.

2.17 Force Majeure

Neither party shall be responsible for any resulting loss or obligation to fulfill duties as specified in any of the terms or provisions of this Agreement if the fulfillment of any term or provision of this Agreement is delayed or prevented by any revolutions, insurrections, riots, wars, acts of enemies, national emergencies, strikes, floods, fires, acts of God, or by any cause not within the control of the party whose performance is interfered with which by the exercise of reasonable diligence such party is unable to prevent. Additionally, if the fulfillment of any of the terms and provisions of this Agreement is delayed or prevented by any court order, or action or injunction or other such agreement, this Agreement shall become voidable by the County of Somerset by notice to each party.

2.18 The owner and the Contractor each bind themselves and their successors, executors, administrators, heirs and assigns and legal representatives of the other party respecting all covenants and agreements and obligations of this contract.

2.19 The terms of this contract shall be construed and interpreted, and all respective rights and duties of the parties shall be governed by the laws of the State of New Jersey.

2.20 Challenge of Specifications

Any respondent who wishes to challenge a specification shall file such challenge in writing with the Purchasing Agent no less than three (3) business days prior to the opening of the RFP's.

Challenges filed after that time shall be considered void and having no impact on the owner or the award of contract.

2.21 Payment

Invoices shall be submitted monthly and must specify, in detail, the period for which payment is claimed, the services performed during the prescribed period, the amount claimed and correlation between the services claimed, all backup documentation (mileage, time logs, receipts for expenses, etc.), amount remaining in total balance, and the Proposal Cost Form.

Somerset County will provide a sample Progress Report and Invoice for the Hired Consultant to ensure compliance.

The owner may withhold all or partial payments on account of subsequently discovered evidence including but not limited to the following:

- 1 Deliverables not complying with the project specification;
- 2 Claims filed or responsible evidence indicating probability of filing claims;
- 3 A reasonable doubt that the Contract can be completed for the balance then unpaid.

When the above grounds are removed, payment shall be made for amounts withheld because of them.

Invoices shall specify, in detail, the period for which payment is claimed, the services performed during the prescribed period, the amount claimed and correlation between the services claimed and the Proposal Cost Form.

2.22 Non-payment of Penalties and Interest on Overdue Bills

Public funds may be used to pay only for goods delivered or services rendered. Somerset County will not pay penalties and/or interest on overdue bills. No employee is authorized to sign a letter of credit or any other document that represents a legal commitment on the part of the County to pay additional fees.

2.23 Ownership of Material

The owner shall retain all of its rights and interest in any and all documents and property both hard copy and digital furnished by the owner to the contractor for the purpose of assisting the contractor in the performance of this contract. All such items shall be returned immediately to the owner at the expiration or termination of the contract or completion of any related services, pursuant thereto, whichever comes first. None of the documents and/or property shall, without the written consent of the owner, be disclosed to others or used by the contractor or permitted by the contractor to be used by their parties at any time except in the performance of the resulting contract.

Ownership of all data, materials and documentation originated and prepared for the owner pursuant to this contract shall belong exclusively to the owner. All data, reports, computerized information, programs and materials related to this project shall be delivered to and become the property of the owner upon completion of the project. The contractor shall not have the right to use, sell, or disclose the total of the interim or final work products, or make available to third parties, without the prior written consent of the owner. All information supplied to the owner may be required to be supplied on CD-ROM/USB flash drive media compatible with the owner's computer operating system windows based, Microsoft Office 2010.

Under state and federal statutes, certain government records are protected from public disclosure. The County, the Contractor and any Subcontractors have a responsibility and an obligation to safeguard from public access an employee's personal information with which it has been entrusted when disclosure thereof would violate the employee's reasonable expectation of privacy. All payroll, personnel and health insurance related files are confidential. Additionally the Contractor and any Subcontractors may be privy to sensitive law enforcement information or investigations during their review which must remain confidential. The County reserves the right to make any public disclosure under the law. Also among government records deemed confidential are administrative or technical information regarding computer hardware, software and

networks that, if disclosed, would jeopardize computer security. The Contractor and any Subcontractor(s) are prohibited from the sale or distribution of all supplied information to any third party.

2.24 Source of Specifications/RFP Packages

Official County Request for Proposal (RFP) packages for routine goods and services are available from www.co.somerset.nj.us at no cost to the prospective respondents. All addenda are posted on this site. Potential respondents are cautioned that they are responding at their own risk if a third party supplied the specifications that may or may not be complete. The County is not responsible for third party supplied RFP documents.

2.25 Altering Official Document

Respondents shall not write in any margins or alter the official content of Somerset County RFP document.

2.26 RFP Preparation of Forms

RFPs **must be signed in ink by the respondent**; all quotations shall be made with a typewriter/computer or pen and ink. Any quotation showing any erasure alteration must be initialed by the respondent in ink. Unit prices and totals are to be inserted in spaces provided.

2.27 W-9

Successful bidder/respondent shall complete W-9 Form and submit to Purchasing prior to contract award. The form is available at the following link: www.irs.gov/pub/irs-pdf/fw9.pdf

3. Scope of Work (SOW)

WLL Site and Hours of Operation

The successful respondent will provide programming at a WLL site in Flemington, New Jersey and a WLL site in Somerville, New Jersey. Hours of operation must be Monday through Friday from 8:30AM – 4:30PM year-round with the exception of State and Federal holidays observed by Hunterdon and Somerset Counties. WLL sites must remain open during lunch hours. Space for nine (9) computers for program operation will be provided to the successful respondent in Somerville, New Jersey while the Greater Raritan One Stop Career Training Services Center remains under the auspices of Somerset County Department of Human Services located at 27 Warren Street in Somerville. The successful respondent must secure adequate space for a minimum of seven (7) computers for program operation in Flemington, New Jersey.

Eligible Training Provider List

The successful respondent must have the appropriate Training Provider approval as per the NJ Department of Labor and Workforce Development, Eligible Training Provider List (ETPL) (www.njtopps.com).

WLL Staffing

The successful respondent will provide a minimum of one WLL Instructor at each site to provide programming. Coverage must be provided by the respondent at all times, including when a regularly assigned WLL Instructor is out sick or on vacation.

The successful respondent will ensure that WLL instructors meet the following qualifications: graduation from an accredited college or university with a Bachelor's degree or equivalent; teacher certification preferred; one year of professional experience in education with emphasis on teaching, curriculum, training and program development; must be computer literate.

The WLL Instructor will instruct customers on the utilization of computer-based literacy programs, build lessons and curriculum designed to target individual needs, work with customers in a group and individual settings, have knowledge of computer based programs and troubleshooting procedures, maintain attendance records and customer files, monitor progress and prepare status reports, administer tests, corresponds with Work Force Investment Act (WIA) and Employment Services (ES) program counselors and One Stop partner agencies, promotes independent and life-long learning.

Administrative Guidelines

WLL programs are a part of a larger One Stop system and participant referrals come through a prescribed process as outlined by the 2019 Workforce Learning Links Administrative Instructions authored by NJDOL. (Attachment A). The successful respondent agrees to provide all services including recruitment, assessment, referral, curriculum, instruction and reporting within these guidelines.

Eligibility

The successful respondent will receive WLL participants that meet the following eligibility requirements:

- Must be legally eligible to work in the United States
- Must be a resident of New Jersey
- Must demonstrate a need for basic skills enhancement
- Must identify an attainable goal and/or outcome
- Must have a minimum of 4th grade reading level
- Must be able to communicate and comprehend English at a High Intermediate level
- Should be able to perform learning tasks within 3 – 6 months
- Must be at least 16 years of age, not enrolled or required to be enrolled in secondary school, and have a signed certificate of non-enrollment

Programming

The successful respondent will follow the National Reporting System for Adult Educations (NRS) measures http://www.nrsweb.org/docs/ImplementationGuidelines_001.pdf and provide appropriate educational functioning level services in the following:

- Low Intermediate Basic Education (ABE) and above including Reading, Math and Communications
- Basic High School Equivalency preparation (HSE/GED)
- Basic computer literacy
- High Intermediate English as a Second Language (ESL) and above
- Skills upgrade

ABE, HSE/GED and ESL participants must receive a minimum of 20 hours of instruction per week for the length of the individualized program. Basic Computer Literacy participants must receive a minimum of 10 hours of instruction per week for the length of the individualized program. If ABE and HSE/GED instruction in the WLL is a supplement to a Work First New Jersey (WFNJ) "to-work" activity, a minimum of 15 hours per week of instruction is allowable. The WLL must keep attendance records for all customers.

All programs will be delivered within the framework established by the *College and Career Readiness Standards* (<http://www.state.nj.us/education/genfo/readiness.pdf>) and by the Common Core State Standards (<http://www.state.nj.us/education/cccs/>) , as applied to Adult Basic Education.

Transition to Job Placement

The ultimate goal of the WLL is assist the customer in securing employment or to improve current employment. WLL Instructors must make every effort to assist WLL customers in reaching this goal.

The successful respondent will assist the WLL customer by:

- Providing updated job postings
- Informing WLL customers of positive recruitments and job fairs
- Providing assistance with resume, cover letter and interview preparation
- Instructing WLL customers on networking and internet job search techniques

When employment is secured, the successful respondent shall

- Obtain employment information including the name, address and phone number of the employer, job title, start date, hours, salary and contact person
- Document the information in the WLL customer's file

When additional training is entered, the successful respondent shall

- Obtain training data including the name, address and telephone number of the school, course of study, start date, end date, hours and contact person
- Document the information in the WLL customer's file

Follow-Up

Program completers must be contacted every 30 days to determine the status of their employment or training. Follow up will be done at 30, 60 and 90 days after program completion and documented in the customer's file. Program follow up can be conducted via face to face contact, e-mail or phone contact. The successful respondent will be responsible for customer follow up that carries over into the next program year.

Performance Measures and Outcomes

A positive outcome for the WLL, as defined by NJDOL, will require a participant to enter employment, receive additional training or receive a high school equivalency diploma/GED. A positive outcome for employed participants will be a promotion or wage increase.

There are two core performance measures and outcomes defined by NJDOL that shall be achieved by the successful respondent:

- *Core Outcome 1:* To enable adults to acquire the skills necessary to improve their literacy levels in reading, writing, and speaking the English language, numeracy, computing, problem-solving, English language acquisition and other literacy skills.

- *NJDOL Defined Indicator:* As 30% of participants will demonstrate, as validated by approved standardized assessment, an increase in Education Functioning Level (EFL).
- *Core Outcome 2:* To provide adults with sufficient basic education to enable them to benefit from placement in, retention in or completion of postsecondary education, training, unsubsidized employment, career advancement, or attainment of a high school equivalency diploma or industry recognized credential.
 - *NJDOL Defined Indicator:* 60% of enrollees with the goal of enter employment, enter post-secondary education or occupational training, advanced employment or attainment of a high school equivalency or an industry recognized credential will achieve the outcome as validated by data match with employment records and/or HSE records, industry recognized credentials or postsecondary education survey data entered into AOSOS.

Technology

The Greater Raritan One Stop will provide a total of ten (10) computers with configured with Microsoft Office Suite and ten (10) monitors for program operation. These computers and monitors must be used in the Flemington and Somerville WLL locations. The successful respondent must provide all additional hardware and software.

The successful respondent must ensure access to an internet server in order to provide programming through AZTEC, which is a web-based program. Licenses for AZTEC will be provided by NJDOL at no cost.

Expenditure of Funds

Expenditure of funds will be on a performance-based, cost reimbursement basis, subject to achievement of performance and enrollment standards and benchmarks.

The successful respondent will be reimbursed in accordance with the budget set forth based on 90% of actual expenditures as reported on the monthly expenditure forms.

The successful respondent will be reimbursed up to an additional 10% of the contract provided that the following benchmarks are attained:

- Obtain or improve employment
- Enroll in further training or education
- Increase English and/or Math skills by one EFL within 100 hours of instruction
- Obtain High School HSE diploma
- Achieve a 70% or better mastery of computer skills as determined by a locally developed computer skills test.

The successful respondent agrees to provide program and expenditure reports on a monthly basis in accordance with all Greater Raritan GRWDB, One Stop Somerset County Department of Finance requirements.

Samples of mandatory program expenditure and reporting forms that must be used by the successful respondent are attached to this RFP.

3.1 Application Questions

The successful respondent will provide all program services in the Scope of Work as outlined in Section 3. Any exceptions must be noted on page 16. In addition, the following questions must be answered in narrative form and included with the agency response.

1. What is your agency's mission?
2. How does the mission of your agency relate to operation of the WLL?
3. Please detail your agency's experience working with adult learners, state mandated curriculum and AZTEC programming.
4. Please detail your agency's proposed curriculum for WLL programming.
5. What is your agency's timeframe for WLL program start-up?
6. What locations will be used for WLL program operations in Flemington, NJ and Somerville, NJ?
7. Please provide a detailed description of program space.
8. Regarding transportation, how will customers access these locations (please be very specific)?
9. How will your agency provide services that are culturally responsive in Hunterdon County and Somerset County?
10. How will your agency market WLL services to the community?
11. Does your agency have a distance learning plan in the event services need to be conducted remotely?
12. How will your agency prioritize delivery of services and address a potential waiting list for services?
13. How will you ensure the confidentiality of participants and participant program files?
14. Please provide your staffing plan for the WLL along with the job descriptions or resumes of WLL staff.
15. Please provide a detailed budget for the WLL for the program year 7/1/20 – 6/30/21. Budget must include a per participant cost. Please include your funding request for the next 5 years: 7/1/20 – 6/30/21; 7/1/21 – 6/30/22; 7/1/22 – 6/30/23; 7/1/23 – 6/30/24 and 7/1/24 – 6/30/25.
16. Does your agency have funding from any other source that will enhance WLL operations?
17. Please identify any areas of potential concern with the Scope of Work as outlined in this RFP.

3.2 Budget Forms

Please complete and return the following budget form with application.

BUDGET INFORMATION SUMMARY EXPENSE FORM

Agency Name: _____

Federal ID # _____

Address: _____

Phone: _____

Fax: _____

Budget Period: July 1, 2020 – June 30, 2021

Chief Executive Officer: _____

Agency Fiscal Year End Date: _____

Prepared by: _____

Date: _____

BUDGET CATEGORY	TOTAL	WLL Funds	OTHER
A. PERSONNEL			
Salaries			
Fringe			
B. MATERIALS/SUPPLIES			
C. FACILITY COSTS			
D. EQUIPMENT			
E. OTHER (please list)			
TOTAL COST:			

Unit of Service	Description	Unit Cost Calculation	Unit Cost	Total Cost	Program Year
Examples: Cost per classroom hour; cost per class; cost per participant					
					7/1/20 – 6/30/21
					7/1/21 – 6/30/22
					7/1/22 – 6/30/23
					7/1/23 – 6/30/24
					7/1/24 – 6/30/25

COUNTY OF SOMERSET

EXCEPTIONS

For each exception, the bidder must identify the specific section of specifications by providing the number and title the exception applies to. It is the responsibility of the bidder to document the equivalence claim in writing. Submitting product brochures is not an acceptable claim of equivalence.

(IF NONE SO STATE)

[illegible]

USE ADDITIONAL SHEET IF NECESSARY

4. Proposal Requirements

4.1 Qualification Statement

A statement is to be provided by the respondent who will serve as the primary contractor. The statement shall set forth brief details of the firm's principal activities, the number of personnel in the firm and the firm's location. Please provide a list of (3) three clients for whom similar services have been provided. Include the following in your response:

1. Name of government agency.
2. Contact person's name, position, and current telephone number.
3. Dates, cost and scope of service.
4. Status and comments

4.2 Key Personnel Information

The respondent shall provide the identity and the professional credentials of the principals and other key personnel either working for the contractor and their areas of responsibilities.

4.3 Subcontractors

Respondents may engage the services of subcontractors for completion of this project. If their proposal involves any subcontractors, full details on the nature of the work to be performed by them and the location in which the work is to be performed must be provided. The respondent understands that if selected, the owner prior to initiating any subcontracted work, must approve the use of subcontractors in writing. (Refer to Section 2.11 and Item 2.11.1 for more details)

4.4 Proposal Forms

The following forms are contained in the attachments. All forms are required and shall be completed and made part of the proposal submitted.

1. Proposal Cost/Signature Form
2. Non-Collusion Affidavit
3. Ownership Disclosure
4. Affirmative Action Statement
5. Acknowledgement of Receipt of Addenda
6. Disclosure of Investment Activities In Iran

4.5 Location of Servicing Office

The proposal must list the location and address of the present, active office that will service and manage this contract.

5. Evaluation, Review and Selection Process

5.1 Proposals to Remain Subject to Acceptance

RFP responses shall remain open for a period of sixty (60) calendar days from the stated submittal. The owner will either award the Contract within the applicable time period or reject all proposals.

The owner may extend the decision to award or reject all proposals beyond the sixty (60) calendar days when the proposals of any respondents who consent thereto may, at the request of the owner, be held for consideration for such longer period as may be agreed.

5.2 Rejection of Proposals

The owner reserves the right to reject any or all proposals, or to reject any proposals if the evidence submitted by, or investigation of such respondent fails to satisfy the owner that such respondent is properly

qualified to carry out the obligations of the RFP and to complete the work contemplated therein. The owner reserves the right to waive any minor informality in the RFP.

5.3 Evaluation Process

An evaluation team will review all proposals to determine if they satisfy the Proposal Requirements, determine if a proposal should be rejected and evaluate the proposals based upon the Evaluation Criteria. The highest-ranking respondent will then be recommended to the governing body for award of contract, based on most advantageous price and other factors. The County reserves the right to reach out to the respondents to get clarification on Proposals on specific items if necessary during the deliberation process.

Evaluation Team – RFP respondents are prohibited from contacting any member of the evaluation team directly without a formal invitation. If it is found that a respondent has attempted to discuss their proposal with a team member without an invite then their proposal may be deemed unresponsive. All questions during the evaluation period shall be directed to the Purchasing Agent.

5.4 Evaluation Criteria

The criteria considered in the evaluation of each proposal follows. The arrangement of the criteria is not meant to imply order of importance in the selection process. All criteria will be used to select the successful respondent.

This will be based on the quality of the content of the RFP and the respondent's ability to communicate a thorough understanding of the required tasks and the approach to meet the scope of work outlined in the RFP. The proposals will be evaluated for general compliance with instructions and requests issued in the RFP. Non-compliance with significant instructions will be grounds for disqualification of proposals.

5.4.1 Understanding of the Requested Work

The proposals will be evaluated for general compliance with instructions and requests issued in the RFP. Non-compliance with significant instructions shall be grounds for disqualification of proposals.

5.4.2 Knowledge and Technical Competence

This includes the ability of the respondent to perform all of the tasks and fulfill adequately the stated requirements.

5.4.3 Management, Experience and Personnel Qualifications

Expertise of the firm shall be demonstrated by past contract successes providing government agencies with similar services. The respondent will be evaluated on knowledge, experience, prior collaboration and successful completion of projects/services similar to that requested in this RFP. In addition to relevant experience, respondents shall provide personnel qualifications in the Proposal. (See 4.1 and 4.2).

5.4.4 Ability to Complete the Project/Services in a Timely Manner

This is based on the estimated duration of the tasks and the respondent's ability to accomplish these tasks as stated.

5.4.5 Cost

Price shall be based on amount stated on the proposal cost form. Total overall costs to complete the project, the cost of maintenance, training, etc. –or– Price shall be based on hourly rates and schedules of fees submitted with the proposal. Any services not included as part of any resulting contract scope of services must be approved and authorized by the owner before such work is initiated. The owner shall pay for such approved services, at the rate or cost agreed upon between the owner and contractor, provided the respondent has provided a schedule of fees for additional services with this RFP.

The respondent shall clearly state how the proposed unit cost per participant was determined. The budget forms shall detail salary rate per personnel by job title and hours of activity for the proposed program. Cost Breakdown on a per participant basis, shall include but are not limited to direct services provided to the WLL participant, transportation, stipends and incentives. Any and all general organizational administrative and facility costs must be detailed on budget forms and clearly included in calculating the per participant cost. WLL funds administrative costs must not exceed 7% of the proposed program overall budget. The per participant cost must not exceed \$1,000 for the 12 month contract period.

5.5 Payment

Invoices shall be submitted monthly and must specify, in detail, the period for which payment is claimed, the services performed during the prescribed period, the amount claimed and correlation between the services claimed, all backup documentation (mileage, time logs, receipts for expenses, etc.), amount remaining in total balance, and the Proposal Cost Form.

The owner may withhold all or partial payments on account of subsequently discovered evidence including but not limited to the following:

1. Deliverables not complying with the project specification;
2. Claims filed or responsible evidence indicating probability of filing claims;
3. A reasonable doubt that the Contract can be completed for the balance then unpaid.

When the above grounds are removed, payment shall be made for amounts withheld because of them.

5.6 Term of the contract

It is understood that any contract arising from this RFP is for one year period and may be extended annually, through County Resolution, thereafter contingent upon performance and annual extension of grant funds for a maximum period of five State fiscal years up through June 30, 2020 provided that contractor has met all conditions and performance indicators for the each contract period and subject to the approval of the GRWDB and the Somerset County Board of Chosen Freeholders on an annual basis.

There is no guarantee of available funds. This contract is contingent upon receipt of funds from NJDOL.

Agencies granted GRWDB WLL funds will be required to execute performance-based contracts for 7/1/20 – 6/30/21 and on an annual basis for up to five years should funding be received from NJDOL and contract extensions be awarded.

The term of this contract is July 1, 2020 -June 30, 2021. (Options to extend may be exercised by mutual agreement in accordance with terms of N.J.S.A. 40A:11-4.1 et seq.)

5.7 Notice of Award

The successful respondent will be notified of the award of contract upon a favorable decision by the governing body.

**COUNTY OF SOMERSET
RFP DOCUMENT CHECKLIST**

**Read,
Acknowledged,
Signed & Submitted
Respondent's
Initial**

A. FAILURE TO SUBMIT ANY OF THESE ITEMS IS MANDATORY CAUSE FOR REJECTION OF RFP

- | | | |
|-------------------------------------|--|--|
| <input checked="" type="checkbox"/> | Ownership Disclosure Form | |
| <input checked="" type="checkbox"/> | Non-Collusion Affidavit | |
| <input checked="" type="checkbox"/> | EEO/Affirmative Action Compliance Notice – Submit Copy of State Certificate of Employee Information Report | |
| <input checked="" type="checkbox"/> | Proposal Cost Form/Signature Page | |
| <input checked="" type="checkbox"/> | Acknowledgement of Receipt of Addenda (To be Completed if Addenda are Issued) | |
| <input checked="" type="checkbox"/> | Disclosure of Activities in Iran | |
| <input type="checkbox"/> | Bid Guarantee (bid bond or certified/cashier's check) (with Power of Attorney for full amount of Bid Bond) | |
| <input type="checkbox"/> | Surety Disclosure Statement and Certification | |
| <input type="checkbox"/> | Performance Bond | |
| <input checked="" type="checkbox"/> | Program Narrative and Budget Forms | |
| <input checked="" type="checkbox"/> | Most Recent Agency Audit | |

B. REQUIRED NO LATER THAN TIME PERIOD INDICATED

B.1 SUBMIT DOCUMENTS AT TIME OF RFP RESPONSE DUE DATE

- | | | |
|-------------------------------------|---|--|
| <input checked="" type="checkbox"/> | Qualification Statement | |
| <input checked="" type="checkbox"/> | Key Personnel Information | |
| <input checked="" type="checkbox"/> | Three (3) references for similar projects | |
| <input type="checkbox"/> | Projected project plan and timeline (Gantt Chart) | |
| <input checked="" type="checkbox"/> | CD or USB Flash Drive with PDF of RFP along with Printed Copies (Ref: Notice of RFP and/or Section 2.2) | |
| <input type="checkbox"/> | Authorization for Background Check | |
| <input checked="" type="checkbox"/> | License(s) or Certification(s) Required by the Specifications | |

**B.2 MUST POSSESS CERTIFICATE BY CONTRACT AWARD DATE
"SUBMISSION OF CERTIFICATE WITH RESPONSE PREFERRED"**

- | | | |
|-------------------------------------|---|--|
| <input checked="" type="checkbox"/> | New Jersey Business Registration Certificate | |
| <input type="checkbox"/> | New Jersey Business Registration Certificate – Named /Listed Subcontractor(s) | |

B.3 MUST SUBMIT BY CONTRACT AWARD DATE

- | | | |
|-------------------------------------|---|--|
| <input checked="" type="checkbox"/> | Certificates of the Required Insurance naming County Additionally Insured | |
| <input type="checkbox"/> | Evidence of Medical Malpractice or Professional Liability Insurance supply certificate prior to processing a purchase order | |

C. READ ONLY

- | | | |
|-------------------------------------|--|--|
| <input checked="" type="checkbox"/> | Americans With Disability Act of 1990 Language | |
|-------------------------------------|--|--|

This checklist is provided for respondent's use in assuring compliance with required documentation; however, it does not necessarily include all specifications requirements and does not relieve the respondent of the need to read and comply with the specifications.

Name of Respondent: _____ Date: _____

By Authorized Representative:

Signature: _____

Print Name & Title: _____

PROPOSAL COST FORM/SIGNATURE PAGE

TO THE COUNTY OF SOMERSET BOARD OF CHOSEN FREEHOLDERS:

The undersigned declares that he/she has read the Notice, Instructions, Affidavits and Scope of Services attached, that he/she has determined the conditions affecting the proposal and agrees, if this proposal is accepted, to furnish and deliver services per the attached schedule of fees for the following:

**Workforce Learning Link
Hunterdon County and Somerset County
CY-COM-0034-20**

(Respondent to Provide Fee Schedule Based on Proposed Budget) DESCRIPTION OF SERVICE	COST AMOUNT YEAR 1	COST AMOUNT YEAR 2	COST AMOUNT YEAR 3	COST AMOUNT YEAR 4	COST AMOUNT YEAR 5
For all ABE, HSE, ESL and Computer Literacy services	\$ _____ Per Participant Somerset County \$ _____ Per Participant Hunterdon County	\$ _____ Per Participant Somerset County \$ _____ Per Participant Hunterdon County	\$ _____ Per Participant Somerset County \$ _____ Per Participant Hunterdon County	\$ _____ Per Participant Somerset County \$ _____ Per Participant Hunterdon County	\$ _____ Per Participant Somerset County \$ _____ Per Participant Hunterdon county

(Corporation)

The undersigned is a (Partnership) under the laws of the State of _____ having its
(Individual)

Principal office at _____.

Company

Federal I.D. # or Social Security #

Address

Signature of Authorized Agent

Type or Print Name

Title of Authorized Agent

Date

Telephone Number

Email Address

Fax Number



County of Somerset New Jersey

PO Box 3000 – 20 Grove Street
COUNTY ADMINISTRATION BUILDING
Somerville, NJ 08876-1262
PHONE: (908) 231-7043 FAX: (908) 575-3917



OWNERSHIP DISCLOSURE FORM

BID SOLICITATION #: _____ VENDOR {BIDDER}: _____

PART 1

PLEASE COMPLETE THE QUESTIONS BELOW BY CHECKING EITHER THE "YES" OR THE "NO" BOX.
ALL PARTIES ENTERING INTO A CONTRACT WITH THE STATE ARE REQUIRED TO
COMPLETE THIS FORM PURSUANT TO N.J.S.A. 52:25-24.2

PLEASE NOTE THAT IF THE VENDOR/BIDDER IS A NON-PROFIT ENTITY, THIS FORM IS NOT REQUIRED.

- | | <u>YES</u> | <u>NO</u> |
|--|--------------------------|--------------------------|
| 1. Are there any individuals, corporations, partnerships, or limited liability companies owning a 10% or greater interest in the Vendor {Bidder}? | <input type="checkbox"/> | <input type="checkbox"/> |
| IF THE ANSWER TO QUESTION 1 IS "NO", PLEASE SIGN AND DATE THE FORM. | | |
| IF THE ANSWER TO QUESTION 1 IS "YES", PLEASE ANSWER QUESTION 2–4 BELOW. | | |
| 2. Of those parties owning a 10% or greater interest in the Vendor {Bidder}, are any of those parties individuals? | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Of those parties owning a 10% or greater interest in the Vendor {Bidder}, are any of those parties corporations, partnerships, or limited liability companies ? | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. If you answer to Question 3 is " YES ", are there any parties owning a 10% or greater interest in the corporation, partnership, or limited liability company referenced in Question 3? | <input type="checkbox"/> | <input type="checkbox"/> |
| IF ANY OF THE ANSWERS TO QUESTION 2-4 ARE "YES", PLEASE PROVIDE THE REQUESTED INFORMATION IN PART 2 BELOW. | | |

PART 2

PLEASE PROVIDE FURTHER INFORMATION RELATED TO QUESTIONS 2–4 ANSWERED AS "**YES**".

If you answered "**YES**" for questions 2, 3, or 4, you must disclose identifying information related to the individuals, corporations, partnerships, and/or limited liability companies owning a 10% or greater interest in the Vendor {Bidder}. Further, if one or more of these entities is itself a corporation, partnership, or limited liability company, you must also disclose all parties that own a 10% or greater interest in that corporation, partnership, or limited liability company. This information is required by statute.

INDIVIDUALS

NAME _____			
ADDRESS 1 _____			
ADDRESS 2 _____			
CITY _____	STATE _____	ZIP _____	

NAME _____			
ADDRESS 1 _____			
ADDRESS 2 _____			
CITY _____	STATE _____	ZIP _____	

NAME _____			
ADDRESS 1 _____			
ADDRESS 2 _____			
CITY _____	STATE _____	ZIP _____	

NAME _____			
ADDRESS 1 _____			
ADDRESS 2 _____			
CITY _____	STATE _____	ZIP _____	

Attach Additional Sheets If Necessary

PART 2 continued
PARTNERSHIPS / CORPORATIONS / LIMITED LIABILITY COMPANIES

ENTITY NAME			
PARTNER NAME			
ADDRESS 1			
ADDRESS 2			
CITY	STATE	ZIP	

ENTITY NAME			
PARTNER NAME			
ADDRESS 1			
ADDRESS 2			
CITY	STATE	ZIP	

ENTITY NAME			
PARTNER NAME			
ADDRESS 1			
ADDRESS 2			
CITY	STATE	ZIP	

Attach Additional Sheets If Necessary

In the alternative, to comply with the ownership disclosure requirement, a Vendor {Bidder} with any direct or indirect parent entity which is publicly traded may submit the name and address of each publicly traded entity and the name and address of each person that holds a 10 percent or greater beneficial interest in the publicly traded entity as of the last annual filing with the federal Securities and Exchange Commission or the foreign equivalent, and, if there is any person that holds a 10 percent or greater beneficial interest, also shall submit links to the websites containing the last annual filings with the federal Securities and Exchange Commission or the foreign equivalent and the relevant page numbers of the filings that contain the information on each person that holds a 10 percent or greater beneficial interest. N.J.S.A. 52:25-24.2.

PART 3
PUBLICLY TRADED PARENT COMPANY DISCLOSURE

Ownership disclosure (name and address) can be met by submitting the last annual filing of an SEC or similar foreign regulator document or providing the website link to such documents, and include relevant page numbers. See N.J.S.A 52:25-24.2.

<u>TITLE OF ATTACHED DOCUMENTS OR WEBLINK</u>	<u>PAGE #</u>

Attach Additional Sheets if Necessary

CERTIFICATION

I, the undersigned, certify that I am authorized to execute this certification on behalf of the Vendor {Bidder}, that the foregoing information and any attachments hereto, to the best of my knowledge are true and complete. I acknowledge that the County of Somerset, NJ is relying on the information contained herein, and that the Vendor {Bidder} is under a continuing obligation from the date of this certification through the completion of any contract(s) with the County to notify the County in writing of any changes to the information contained herein; that I am aware that it is a criminal offense to make a false statement or misrepresentation in this certification. If I do so, I will be subject to criminal prosecution under the law, and it will constitute a material breach of my agreement(s) with the County, permitting the County to declare any contract(s) resulting from this certification void and unenforceable.

Signature (Do not enter Vendor ID as a signature)

Date

Print Name and Title

FEIN/SSN

**COUNTY OF SOMERSET, NEW JERSEY
NON-COLLUSION AFFIDAVIT
(N.J.S.A. 52:34-15)**

State of _____

County of _____

I, _____ residing in _____
(Name of Affiant) (Name of Municipality)

in the County of _____ and State of _____ of full age,

being duly sworn according to law on my oath depose and say that:

I am _____ of the Company of _____
(Title or Position) (Name of Firm/Company)

the Bidder/Respondent making this Proposal for the Bid/RFP numbered _____ ,
(Contract #)

and that I executed the said Proposal with full authority to do so; that said Bidder/Respondent has not,

directly or indirectly entered into any agreement, participated in any collusion, or otherwise taken any

action in restraint of free, competitive bidding in connection with the above numbered project; and that

all statements contained in said Proposal and in this affidavit are true and correct, and made with full

knowledge that the County of Somerset relies upon the truth of the statements contained in said Proposal

and in the statements contained in this affidavit in awarding the contract. I further warrant that no person

or selling agency has been employed or retained to solicit or secure such contract upon an agreement

or understanding for a commission, percentage, brokerage, or contingent fee, except bona fide employees

or bona fide established commercial or selling agencies maintained by _____ .

(Name of Firm/Company)

(Signature of Affiant)

(Type of Print Name of Affiant)

**COUNTY OF SOMERSET, NEW JERSEY
EEO/AFFIRMATIVE ACTION COMPLIANCE NOTICE
N.J.S.A. 10:5-31 and N.J.A.C. 17:27
GOODS, PROFESSIONAL SERVICE AND GENERAL SERVICE CONTRACTS**

All successful bidders are required to submit evidence of appropriate affirmative action compliance to the County and Division of Public Contracts Equal Employment Opportunity Compliance. During a review, Division representatives will review the County files to determine whether the affirmative action evidence has been submitted by the vendor/contractor. Specifically, each vendor/contractor shall submit to the County, prior to execution of the contract, one of the following documents:

Goods and General Service Vendors

1. Letter of Federal Approval indicating that the vendor is under an existing Federally approved or sanctioned affirmative action program. A copy of the approval letter is to be provided by the vendor to the County and the Division. This approval letter is valid for one year from the date of issuance.

Do you have a federally-approved or sanctioned EEO/AA program? Yes ☐ No ☐
If yes, please submit a photostatic copy of such approval.

2. A Certificate of Employee Information Report (hereafter "Certificate"), issued in accordance with N.J.A.C. 17:27-1.1 et seq. The vendor must provide a copy of the Certificate to the County as evidence of its compliance with the regulations. The Certificate represents the review and approval of the vendor's Employee Information Report, Form AA-302 by the Division. The period of validity of the Certificate is indicated on its face. Certificates must be renewed prior to their expiration date in order to remain valid.

Do you have a State Certificate of Employee Information Report Approval? Yes ☐ No ☐
If yes, please submit a photostatic copy of such approval.

3. The successful vendor shall complete an Initial Employee Report, Form AA-302 and submit it to the Division with \$150.00 Fee and forward a copy of the Form to the County. Upon submission and review by the Division, this report shall constitute evidence of compliance with the regulations. Prior to execution of the contract, the EEO/AA evidence must be submitted.

The successful vendor may obtain the Affirmative Action Employee Information Report (AA302) on the Division website www.state.nj.us/treasury/contract_compliance.

The successful vendor(s) must submit the AA302 Report to the Division of Public Contracts Equal Employment Opportunity Compliance, with a copy to Public Agency.

The undersigned vendor certifies that he/she is aware of the commitment to comply with the requirements of N.J.S.A. 10:5-31 and N.J.A.C. 17:27 and agrees to furnish the required forms of evidence.

The undersigned vendor further understands that his/her bid shall be rejected as non-responsive if said contractor fails to comply with the requirements of N.J.S.A. 10:5-31 and N.J.A.C. 17:27.

COMPANY: _____ SIGNATURE: _____

PRINT NAME: _____ TITLE: _____

DATE: _____

COUNTY OF SOMERSET, NEW JERSEY
EXHIBIT A
MANDATORY EQUAL EMPLOYMENT OPPORTUNITY LANGUAGE
N.J.S.A. 10:5-31 et seq. (P.L. 1975, C. 127)
N.J.A.C. 17:27
GOODS, PROFESSIONAL SERVICE AND GENERAL SERVICE CONTRACTS

During the performance of this contract, the contractor agrees as follows:

The contractor or subcontractor, where applicable, will not discriminate against any employee or applicant for employment because of age, race, creed, color, national origin, ancestry, marital status, affectional or sexual orientation, gender identity or expression, disability, nationality or sex. Except with respect to affectional or sexual orientation and gender identity or expression, the contractor will ensure that equal employment opportunity is afforded to such applicants in recruitment and employment, and that employees are treated during employment, without regard to their age, race, creed, color, national origin, ancestry, marital status, affectional or sexual orientation, gender identity or expression, disability, nationality or sex. Such equal employment opportunity shall include, but not be limited to the following: employment, upgrading, demotion, or transfer; recruitment or recruitment advertising; layoff or termination; rates of pay or other forms of compensation; and selection for training, including apprenticeship. The contractor agrees to post in conspicuous places, available to employees and applicants for employment, notices to be provided by the Public Agency Compliance Officer setting forth provisions of this nondiscrimination clause.

The contractor or subcontractor, where applicable will, in all solicitations or advertisements for employees placed by or on behalf of the contractor, state that all qualified applicants will receive consideration for employment without regard to age, race, creed, color, national origin, ancestry, marital status, affectional or sexual orientation, gender identity or expression, disability, nationality or sex.

The contractor or subcontractor will send to each labor union, with which it has a collective bargaining agreement, a notice, to be provided by the agency contracting officer, advising the labor union of the contractor's commitments under this chapter and shall post copies of the notice in conspicuous places available to employees and applicants for employment.

The contractor or subcontractor, where applicable, agrees to comply with any regulations promulgated by the Treasurer pursuant to N.J.S.A. 10:5-31 et seq., as amended and supplemented from time to time and the Americans with Disabilities Act.

The contractor or subcontractor agrees to make good faith efforts to meet targeted county employment goals established in accordance with N.J.A.C. 17:27-5.2.

The contractor or subcontractor agrees to inform in writing its appropriate recruitment agencies including, but not limited to, employment agencies, placement bureaus, colleges, universities, and labor unions, that it does not discriminate on the basis of age, race, creed, color, national origin, ancestry, marital status, affectional or sexual orientation, gender identity or expression, disability, nationality or sex, and that it will discontinue the use of any recruitment agency which engages in direct or indirect discriminatory practices.

The contractor or subcontractor agrees to revise any of its testing procedures, if necessary, to assure that all personnel testing conforms with the principles of job-related testing, as established by the statutes and court decisions of the State of New Jersey and as established by applicable Federal law and applicable Federal court decisions.

In conforming with the targeted employment goals, the contractor or subcontractor agrees to review all procedures relating to transfer, upgrading, downgrading and layoff to ensure that all such actions are taken without regard to age, race, creed, color, national origin, ancestry, marital status, affectional or sexual orientation, gender identity or expression, disability, nationality or sex, consistent with the statutes and court decisions of the State of New Jersey, and applicable Federal law and applicable Federal court decisions.

The contractor shall submit to the public agency, after notification of award but prior to execution of a goods and services contract, one of the following three documents:

Letter of Federal Affirmative Action Plan Approval

Certificate of Employee Information Report

Employee Information Report Form AA302 (electronically provided by the Division and distributed to the public agency through the Division's website at www.state.nj.us/treasury/contract_compliance)

The contractor and its subcontractors shall furnish such reports or other documents to the Division of Purchase & Property, CCAU, EEO Monitoring Program as may be requested by the office from time to time in order to carry out the purposes of these regulations, and public agencies shall furnish such information as may be requested by the Division of Purchase & Property, CCAU, EEO Monitoring Program for conducting a compliance investigation pursuant to **Subchapter 10 of the Administrative Code at N.J.A.C. 17:27.**

SAMPLE CERTIFICATE OF EMPLOYEE INFORMATION REPORT


Certification 111XX

CERTIFICATE OF EMPLOYEE INFORMATION REPORT

INITIAL

This is to certify that the contractor listed below has submitted an Employee Information Report pursuant to N.J.A.C. 17:27-1.1 et. seq. and the State Treasurer has approved said report. This approval will remain in effect for the period of 15-DEC-20XX to 15-DEC-20XX

SAMPLE COMPANY, INC.
33 WEST STATE STREET
TRENTON, NJ 08625


State Treasurer

VOID

COUNTY OF SOMERSET, NEW JERSEY
AMERICANS WITH DISABILITIES ACT OF 1990
Equal Opportunity for Individuals with Disability

The Contractor and the Owner, do hereby agree that the provisions of Title II of the Americans With Disabilities Act of 1990 (the "Act") (42 U.S.C. S121 01 et seq.), which prohibits discrimination on the basis of disability by public entities in all services, programs, and activities provided or made available by public entities, and the rules and regulations promulgated pursuant there unto, are made a part of this contract. In providing any aid, benefit, or service on behalf of the owner pursuant to this contract, the contractor agrees that the performance shall be in strict compliance with the Act. In the event that the contractor, its agents, servants, employees, or subcontractors violate or are alleged to have violated the Act during the performance of this contract, the contractor shall defend the owner in any action or administrative proceeding commenced pursuant to this Act. The contractor shall indemnify, protect, and save harmless the owner, its agents, servants, and employees from and against any and all suits, claims, losses, demands, or damages, of whatever kind or nature arising out of or claimed to arise out of the alleged violation. The contractor shall, at its own expense, appear, defend, and pay any and all charges for legal services and any and all costs and other expenses arising from such action or administrative proceeding or incurred in connection therewith. In any and all complaints brought pursuant to the owner's grievance procedure, the contractor agrees to abide by any decision of the owner which is rendered pursuant to said grievance procedure. If any action or administrative proceeding results in an award of damages against the owner, or if the owner incurs any expense to cure a violation of the ADA which has been brought pursuant to its grievance procedure, the contractor shall satisfy and discharge the same at its own expense.

The owner shall, as soon as practicable after a claim has been made against it, give written notice thereof to the contractor along with full and complete particulars of the claim, If any action or administrative proceeding is brought against the owner or any of its agents, servants, and employees, the *owner shall* expeditiously forward or have forwarded to the contractor every demand, complaint, notice, summons, pleading, or other process received by the owner or its representatives.

It is expressly agreed and understood that any approval by the owner of the services provided by the contractor pursuant to this contract will not relieve the contractor of the obligation to comply with the Act and to defend, indemnify, protect, and save harmless the owner pursuant to this paragraph.

It is further agreed and understood that the owner assumes no obligation to indemnify or save harmless the contractor, its agents, servants, employees and subcontractors for any claim which may arise out of their performance of this Agreement. Furthermore, the contractor expressly understands and agrees that the provisions of this indemnification clause shall in no way limit the contractor's obligations assumed in this Agreement, nor shall they be construed to relieve the contractor from any liability, nor preclude the owner from taking any other actions available to it under any other provisions of the Agreement or otherwise at law.

COUNTY OF SOMERSET, NEW JERSEY

THESE ARE **SAMPLES** OF THE **ONLY** ACCEPTABLE
BUSINESS REGISTRATION CERTIFICATES

PREFER WITH RFP RESPONSE, REQUIRED BY LAW PRIOR TO AWARD OF CONTRACT

STATE OF NEW JERSEY
BUSINESS REGISTRATION CERTIFICATE
FOR STATE AGENCY AND CASINO SERVICE CONTRACTORS

DEPARTMENT OF TREASURY
DIVISION OF REVENUE
PO BOX 252
TRENTON, N.J. 08644-0252

TAXPAYER NAME:
TAX REGISTRATION TEST ACCOUNT

TAXPAYER IDENTIFICATION#:
970-097-382/500

ADDRESS:
**847 ROEBLING AVE
TRENTON NJ 08611**

EFFECTIVE DATE:
01/01/01

FORM-BRC(08-01)


TRADE NAME:
CLIENT REGISTRATION

SEQUENCE NUMBER:
0107330

ISSUANCE DATE:
07/14/04

John S. Tully
Acting Director

This Certificate is NOT assignable or transferable. It must be conspicuously displayed at above address.

 **STATE OF NEW JERSEY**
BUSINESS REGISTRATION CERTIFICATE

Taxpayer Name: TAX REG TEST ACCOUNT

Trade Name:

Address: 847 ROEBLING AVE
TRENTON, NJ 08611

Certificate Number: 1093907

Date of Issuance: October 14, 2004

For Office Use Only:
20041014112823533

COUNTY OF SOMERSET, NEW JERSEY

ACKNOWLEDGMENT OF RECEIPT OF ADDENDA

The undersigned Respondent hereby acknowledges receipt of the following Addenda:

ADDENDUM NUMBER	DATE	ACKNOWLEDGE RECEIPT (Initial)
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Acknowledged for: _____
(Name of Bidder)

By: _____
(Signature of Authorized Representative)

Name: _____
(Print or Type)

Title: _____

Date: _____

FORM NOT REQUIRED IF NO ADDENDA ISSUED

County of Somerset, New Jersey

Disclosure of Investment Activities in Iran

Bidder Name:	
---------------------	--

Part 1: Certification

*BIDDERS ARE TO COMPLETE PART 1 BY CHECKING **EITHER BOX.***

Pursuant to Public Law 2012, c.25, any person or entity that submits a bid or proposal or otherwise proposes to enter into or renew a contract must complete the certification below to attest, under penalty of perjury, that neither the person or entity, nor any of its parents, subsidiaries, or affiliates, is identified on the Department of Treasury's Chapter 25 list as a person or entity engaging in investment activities in Iran. The Chapter 25 list is found on the Division's website www.state.nj.us/treasury/purchase/pdf/Chapter25List.pdf. Bidders must review this list prior to completing the below certification. Failure to complete the certification may render a bidder's proposal non-responsive. If the Director finds a person or entity to be in violation of law, s/he shall take action as may be appropriate and provided by law, rule or contract, including but not limited to, imposing sanctions, seeking compliance, recovering damages, declaring the party in default and seeking debarment or suspension of the party.

Check the Appropriate Box

☐ I certify, pursuant to Public Law 2012, c. 25, that neither the bidder listed above nor any of the bidder's parents, subsidiaries, or affiliates is listed on the N.J. Department of the Treasury's list of entities determined to be engaged in prohibited activities in Iran pursuant to P.L. 2012, c. 25 ("Chapter 25 List"). I further certify that I am the person listed above, or I am an officer or representative of the entity listed above and am authorized to make this certification on its behalf. I will skip Part 2 and sign and complete the Certification below.

OR

☐ I am unable to certify as above because the bidder and/or one or more of its parents, subsidiaries, or affiliates is listed on the Department's Chapter 25 list. I will provide a detailed, accurate and precise description of the activities in Part 2 below and sign and complete the Certification below. Failure to provide such will result in the proposal being rendered as nonresponsive and appropriate penalties, fines and/or sanctions will be assessed as provided by law.

Part 2 – Additional Information

PLEASE PROVIDE FURTHER INFORMATION RELATED TO INVESTMENT ACTIVITIES IN IRAN. You must provide a detailed, accurate and precise description of the activities of the bidding person/entity, or one of its parents, subsidiaries or affiliates, engaging in the investment activities in Iran on additional sheets provided by you.

Part 3: Certification

I, being duly sworn upon my oath, hereby represent and state that the foregoing information and any attachments there to the best of my knowledge are true and complete. I attest that I am authorized to execute this certification on behalf of the above-referenced person or entity. I acknowledge that the County of Somerset is relying on the information contained herein and thereby acknowledge that I am under a continuing obligation from the date of this certification through the completion of any contracts with the County of Somerset to notify the County of Somerset in writing of any changes to the answers of information contained herein. I acknowledge that I am aware that it is a criminal offense to make a false statement or misrepresentation in this certification, and if I do so, I recognize that I am subject to criminal prosecution under the law and that it will also constitute a material breach of my agreement(s) with the County of Somerset and that the County of Somerset at its option may declare any contract(s) resulting from this certification void and unenforceable.

Full Name (Print):		Title:	
Signature:		Date:	



ADMINISTRATIVE INSTRUCTIONS

April 23, 2019

**New Jersey Department of Labor and Workforce Development
Division of Workforce Development and Economic Opportunity
Adult Education and Literacy Services
PO Box 055
Trenton, NJ 08625**

ADMINISTRATIVE INSTRUCTIONS

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I. PURPOSE

The purpose of the Workforce Learning Link Administrative Instructions is to transmit policy, procedures, and reporting guidelines for serving customers in the Workforce Learning Link (WLL).

II. BACKGROUND

The WLL was established in July 2001 as a “Second Chance System” to ensure that every New Jersey resident had the ability to upgrade the basic skills needed to enter the workforce. The law redirects a portion of the employer and employee contribution from the Unemployment Compensation Fund to the Supplemental Workforce Fund for Basic Skills. The funds will be used to upgrade basic skills at centers for workforce literacy operated through the American Job Centers (AJCs).

III. MISSION

The mission of the WLL is to provide *short-term services, defined as no longer than six months*, to enhance basic skills (including basic computer skills) in order for customers to enter or retain employment, improve their level of employment, enter occupational training, or obtain a New Jersey State Issued High School Diploma in order to attain a level of self-sufficiency.

IV. STATEMENT OF GOALS

The primary goal of the WLL is to assist eligible customers to secure or improve employment, attain a level of self-sufficiency, and ultimately enrich their lives through career advancement and life-long learning.

- ▶ The WLL Program will follow the National Reporting System (NRS) Guidelines <http://www.nrsweb.org> for Adult Education and provide instruction in the following:
 - High Intermediate Basic Education and above (Reading and Math) ([Attachment 1](#))
 - Low and High Intermediate English Language Acquisition (ELA) ([Attachment 1](#))
 - Basic Computer Literacy; and
 - Basic High School Equivalency (HSE) preparation.
- ▶ The program will provide overall readiness for:
 - Advancing education
 - Entering the workforce
 - Furthering career opportunities

V. CUSTOMER FLOW

In order for customers to receive appropriate services, it is recommended that all participating agencies adhere to the procedures outlined in the Administrative Instructions to ensure that the WLL is used as a tool to enhance all eligible customers’ opportunities for securing or improving employment opportunities.

PROCEDURES AND ELIGIBILITY GUIDELINES

- ▶ WLL Program Eligibility requirements:
 - Must be legally eligible to work in the United States
 - Must be a resident of New Jersey
 - Must demonstrate a need for basic skills enhancement
 - Must identify an attainable goal and/or outcome

- Must be able to communicate and comprehend English at a Low Intermediate level
 - Should be able to meet outcome/goal within a 6-month timeframe
 - Should attend a minimum of 20 hours per week for **ABE, HSE, and/or ELA**
 - Should attend a minimum of 10 hours per week for basic computer literacy
 - Must be at least 16 years of age, not enrolled or required to be enrolled in secondary school, and have a *signed* Consent of Non-Enrollment (ages 16-21 only)
- Prior to enrollment, a WLL customer must:
- Attend a group or one-on-one orientation [e.g. Jersey Job Club *and* Core or Enrichment workshop(s)]
 - If applicable, have a WLL Referral Form from the referring agency ([Attachment 2](#))
 - Supply CASAS, TABE CLASS E or BEST Plus Scores (if less than 6 months old) or register for testing
 - Complete a WLL Enrollment Form ([Attachment 3](#))
 - Read and sign a WLL Agreement ([Attachment 4](#))
 - Read and sign an L-6 Authorization form for disclosure of HSE documents and information *if the customer does not possess a high school diploma or equivalency* ([Attachment 5](#))
- The WLL is intended to be a short term program between 3 and 6 months. If a customer's goal(s) will be achieved in 9-12 months it is allowable for customers to remain in the WLL for the additional time. After 6 months in the WLL, a counselor/WLL staff statement should be entered into the student's file indicating progress toward meeting the customer's goal for the program year. Any extension beyond the original time planned for the customer should be indicated with the reason for such extension in the customer's paper or electronic file.
- Supervisors, WLL coordinators/staff and counselors should carefully assess each customer to determine whether the WLL or the WIOA Title II program is a better fit for each customer. Despite the lower levels of software available, the WLL is a staff-assisted program, whereas the WIOA Title II program generally offers classroom based instruction at times in small groups or, pairs in some cases.
 - One possible use of the lower levels of software may be if a student's standardized assessment results (e.g. CASAS, etc.) have indicated discrepancies between math and reading scores. In a case such as this, they may need Aztec's TASC preparation series software (GLE 9-12) for reading instruction and the Bridge or Pre-HSE series (GLE 6-8) for math instruction.
 - Through careful planning and coordination within the American Job Center and with all local WIOA partners, it is each local area's (LAs) responsibility to determine the most effective, efficient and responsible use of the WLL. Each LA should plan to use the WLL to assist customers in achieving their employment, High School Equivalency (HSE) attainment, and post-secondary education and training goals, as evidenced by EFL increases, through workforce preparation training, and ultimately by assisting customers through the process of meeting their short and long term goals.

ASSESSMENT

- Each customer must meet with an American Job Center counselor for a full needs assessment and development of an Employment Plan. The counselor must complete an Employment Counseling Statement or its equivalent and determine customer eligibility.

- ▶ The following factors should be used to conduct the assessment indicated above:
 - Goal(s) - should be Specific, Measurable, Attainable, Realistic, and Timely (SMART)
 - Level of education attained
 - Standardized test scores
 - Computer literacy
 - Self-assessment
 - Work history
 - Work readiness

EMPLOYMENT PLAN (EP)

- ▶ The EP is a formal agreement between the customer and the counselor to assist the individual to maximize his/her employment opportunities. The EP must be completed prior to enrollment in the WLL and reviewed and updated periodically to reflect changes in the customer's interests and goals. An electronic and paper copy should be maintained. The form may be accessed in AOSOS under the Employment Plan tab.
- ▶ Upon completion, the customer must sign the EP indicating awareness of his/her responsibilities. The customer must be provided with a copy of their EP. Non-adherence to the EP may result in termination of WLL services and may adversely affect Public Assistance or Unemployment Insurance (UI) benefits.

VI. TESTING

All customers must be tested prior to acceptance into the WLL Program. Referring agencies should make every effort to ensure customers are tested prior to referral. All test scores administered through referring agencies will be accepted provided testing was completed within the past 6 months. It is the responsibility of the WLL staff to review test scores, update records in AOSOS, schedule literacy testing, and make referrals to the WLL or other cooperating agencies.

The WLL program follows the NRS for Adult Education measures. ([Attachment 1 and 9](#))

NOTE: Customers pre-tested on other versions of the TABE will be re-tested on TABE 11/12 and/or CASAS according to the test publisher's guidelines and the State's Assessment Policy. ([Attachment 9](#))

- English Language Learners (ELLs) accepted into the WLL should test at either Low or High Intermediate ESL – Student Performance Level (SPL) 4 or 5. Those below this level should be referred to other ELL programs.
- A 6th grade reading level is required for entry into WLL. Individuals with a math level below 4th grade may need more intensive services than those provided in the WLL.

NOTE: Counselors need to consider the goals of the customer and the goals of the program before placing customers into the WLL. Counselors should use their discretion in recommending literacy services to customers; some customers in need of literacy services may be more appropriately and successfully served in other programs such as the WIOA Title II program.

POST-TESTING

- ▶ Each customer should be re-tested according to test publisher guidelines or in rare cases at the discretion of WLL staff if a student has received at least 30 hours of instruction to assess learning gains.

- The **same type and same level of test** must be used for pre and post-testing.
- When post-tested on Best Plus or TABE Class E and an advanced level is reached, a new pre-test using CASAS should be administered to measure further gains for continuing participants.
- ▶ Once post-test scores are obtained, WLL staff must meet with the customer to:
 - Review test results and overall progress
 - Make modifications to the EP and the Employment Counseling Statement

If a customer does not advance an EFL they must be referred out for more intensive literacy assistance. The test results and summary of the progress meeting will become part of the customer file. Referrals to WIOA Title II or other literacy agencies should be made when appropriate.

NOTE: A customer can actively remain in the WLL for a six-month timeframe before being exited. In reasonable situations, WLL staff may extend participation time if a customer is close to achieving their goal and if a positive outcome will result. The extension should be for a defined period of time and the customer's progress should be closely monitored, evaluated, and documented via the customer's file and AOSOS.

VII. PERFORMANCE MEASURES

It is important for customers in the WLL to raise their EFLs. To demonstrate a positive outcome or success in the WLL a customer must achieve one of the following:

- Entered employment
- Entered Postsecondary Education or Vocational Training
- Obtained a New Jersey State Issued Diploma.

*A positive outcome for employed participants would be a promotion or wage increase. Each WLL is expected to meet the performance levels outlined below.

ABE/ELA <u>Outcome 1:</u> Demonstrated improvement in EFLs in reading, writing, and speaking the English Language, numeracy, problem solving, English acquisition, and other literacy skills.	<u>Measurement:</u> Percentage of Students who increase their EFL based on an NRS approved assessment.
Educational Gain 1+ levels	30%
<u>Outcome 2:</u> Placement in postsecondary education or occupational training, unsubsidized employment, attainment of a HSE or its recognized equivalent.	<u>Measurement:</u> Percentage of Students with the goal who achieve the outcome, based on data match with employment and/or HSE records or postsecondary education Survey data entered into AOSOS.
Enter Employment, Enter Postsecondary Education or Vocational Training, or HSE attainment or its recognized equivalent	60%

VIII. ADMINISTRATIVE PROCEDURES

Once the customer reports to the WLL, the WLL Instructor **must**:

- Provide an overview of the WLL Program
- Review the customer's goals, EFLs, and work history
- Assess the level of computer literacy
- Discuss any barriers to successful program completion
- Provide a computer and software program demonstration
- Explain WLL procedures including rules, hours, and attendance
- Develop a schedule and program based on the customer's needs

CUSTOMER FILES

- ▶ Each customer in the WLL must have an individual file folder, which will include his/her records. WLL staff is responsible for maintaining up-to-date records and files. Files should be readily available for State monitoring purposes.
- ▶ Each WLL customer file must include the following:
 - Referral form from partner agencies
 - WLL Enrollment form
 - Signed WLL Agreement
 - Employment Plan
 - Employment Counseling Statement
 - Test scores
 - Attendance records
 - Progress reports
- ▶ If applicable, the customer's file should also contain the following forms:
 - Signed L-6 form
 - TANF, ABAWD, and/or SNAP records
 - Return to work information
 - Training and school information
 - Job referrals
 - UI form WD-24

DATA ENTRY REQUIREMENTS

- ▶ All WLL customers must be registered in AOSOS. All customers must be entered after the first day of attendance. The enrollment date entered is the first day of attendance in the WLL Program.
- ▶ WLL staff is responsible for entering enrollment data, test scores, and exit data.
- ▶ All contracted services supported with WLL funds must be data entered into AOSOS. WLL sites without access to AOSOS should forward the data to the local AJCs for data entry.
- ▶ Although a record may already exist in AOSOS, it is important to verify the accuracy of the information and update as needed.
- ▶ WLL staff must provide WLL customers with continuing activities. These activities must be entered into AOSOS on the date provided. Important: The implementation of WIOA

Participation has reinforced the need for all WLL customers to receive a reportable service and/or activity, in addition to WLL, at least every 90 days. Without a reportable service and/or activity, a WLL customer will be exited from AOSOS for WIOA Participation reporting purposes. The WLL counselor must ensure that a reportable service and/or activity is provided and recorded in AOSOS for all customer continuing in the WLL program.

Continuing activities may include:

- Counseling ➤Job Search Workshop ➤Specific Labor Market Information
- Career Guidance ➤Job Search Planning ➤Resume Preparation Assistance

- ▶ Access to AOSOS is restricted. To protect the confidentiality of customer served, only staff with appropriate clearance by New Jersey Department of Labor and Workforce Development (LWD) may enter information into the database.
- ▶ All entries into AOSOS must be quality controlled to ensure data is valid and reliable. The information entered is used to generate monthly AOSOS status reports. These reports are reviewed by LWD Administrative Staff and are used to evaluate program success and future funding. It is imperative that entered data and generated reports are verified monthly for accuracy.

WLL REQUIREMENTS IN AOSOS

- ▶ To obtain accurate results on the WLL Reports, it is important to fill in all fields correctly. ([Attachment 8](#))

Important: Although WLL staff may wait up to 180 days to “exit” a customer on the “Enrollments” tab, customer’s Service should be ended when they are no longer receiving instruction in the WLL on the “Services” tab.

DAILY ACTIVITY

- ▶ The instructor will maintain a daily sign-in sheet. ([Attachment 7](#))
- ▶ Daily activities will be governed by the software packages used in each site as well as customer’s individual needs.
- ▶ Staff coverage must be provided at all times.

NOTE: Periodically, LWD may conduct professional development (PD) activities for instructors, counselors and data entry staff at the WLL. In that event, the AJC Operator should work to accommodate the PD activities by making other accommodations for WLL customers; e.g., move them to another area of the AJC, provide other staff to manage the WLL during the duration of the training event.

TRACKING AND ATTENDANCE

- ▶ Regular attendance is vital to the success of the WLL customer. It is the responsibility of the WLL Instructor to make sure all customers complete daily attendance logs and to closely monitor customer participation. If a customer has 3 unexcused absences, he/she should be referred to a counselor for reassessment. WLL staff must address the attendance issue and recommend continuation or removal of the customer from the WLL Program.

JOB PLACEMENT

- ▶ The ultimate goal of the WLL is to assist the customer in securing employment or to improve current employment. It is vital for the customer to work towards that goal. All staff assigned to the WLL should make every effort to assist WLL customers in reaching their goal.
- ▶ WLL staff should assist the WLL customer by:
 - Providing updated job postings
 - Informing WLL customers of upcoming positive recruitments and job fairs
 - Providing assistance with resume, cover letter, and interview preparation
 - Instructing WLL customers on networking and Internet job search techniques.
- ▶ As soon as a customer obtains full- or part-time employment WLL staff must:
 - Document the WLL customer's file
 - Enter the employment data into AOSOS:
 - If full *or* part-time employment and the customer plans to continue with the WLL program, enter data when information is received.

Important: WLL staff has 180 days from program end date to obtain and enter employment data.

ADDITIONAL TRAINING

- ▶ The WLL Program will assist customers to improve their EFLs. Customers may be referred to the WLL Program to achieve the skill level required for entry into certification, vocational or higher education training programs.
- ▶ As soon as a customer *enters* an educational program WLL staff must:
 - Update the WLL customer file
 - Enter the training data into AOSOS:
 - If full *or* part-time training and the customer plans to continue with the WLL program, then enter data when information is received.

Important: WLL staff has 180 days from program end date to obtain and enter educational data.

FOLLOW –UP

- ▶ The implementation of WIOA Participation has reinforced the need for all WLL customers to receive a reportable service and/or activity, in addition to WLL, at least every 90 days. Without a reportable service and/or activity, a WLL customer will be exited from AOSOS for WIOA Participation reporting purposes. WLL staff must ensure that a reportable service and/or activity is provided and recorded in AOSOS for all customers continuing in the WLL program.

Follow-up activities may include:

- Job Search Planning
 - Career Guidance
 - Specific Labor Market Information
- ▶ Program completers must be contacted every 60 days to determine their status of employment and/or training. WLL staff must contact WLL customers every 60 days until they are exited from the WLL Program. Follow-up procedures may be completed by letter, postcard, telephone or text message, AOSOS correspondence and/or email.

IX. WLL COMPLIANCE

- ▶ The WLL Summary Reports are designed to capture and report WLL activity and provide useful performance data from information entered into AOSOS for each enrolled customer.

They are run monthly. Reports are sent to the AJC Operator, the WDB Director, and any other designated staff.

NOTE: These reports will be used to evaluate the performance of the WLL in making sufficient progress towards meeting the level of service (LOS) goal established for the current program year (py) and track performance based on targets set by the State. The LOS goal is stated in the Notice of Award (NOA) for LWD funding received.

- ▶ Sufficient progress towards goal achievement is defined as:
 - Enrollment of 50% of LOS goal by the end of the second quarter of the program year;
 - Enrollment of 75% of LOS goal by the end of the third quarter of the program year; and
 - Enrollment of 95% of LOS goal by the end of the program year.
- ▶ If insufficient progress is achieved after the 2nd or 3rd quarter:
 - A letter will be sent asking for a corrective action plan with a date of response; and
 - On-site technical assistance will be offered.

Important: If no improvement is shown, a change in future Literacy funding may be considered.

X. STAFFING NEEDS

All staff connected to the WLL should have working knowledge of all programs and be available to provide coverage as needed. Staff funded by LWD must concentrate their time on WLL activities. One-Stop staff may be asked to provide limited, short-term coverage in the WLL in the absence of an instructor. Additional staff such as a teacher assistant and clerical staff must conform to the approved budget plan.

Areas that contract for instructional services should ensure that coverage will be provided in the event that the primary instructor is absent.

WLL INSTRUCTOR

- ▶ **Responsibilities:**
 - Instruct customers on the utilization of computer-based literacy programs
 - Build lessons and curriculum designed to target individual needs
 - Work with customers in a group and individual setting
 - Have knowledge of computer-based programs and troubleshooting procedures
 - Maintain attendance records and customer files
 - Monitor progress and prepare status reports
 - Administer tests
 - Correspond and coordinate with program counselors and referring agencies
 - Promote independent and lifelong learning
- ▶ **Qualifications and Experience:**
 - College degree preferred
 - Teacher certification preferred
 - One (1) year of professional experience in education with emphasis on teaching, curriculum, training, and program development preferred
 - Must be computer literate

WLL STAFF

- ▶ **Responsibilities:**

- Provide confidential employment counseling to customers who present problems related to occupational choice, change or adjustment
- Develop, review and revise Employment Counseling Statements and EP
- Determine customer's eligibility for WLL program
- Discuss employment barriers and establish attainable goals
- Explain program objectives, rules and procedures
- Collaborate with program instructors and referring agencies
- Evaluate progress to ensure customer goals are being met
- Assist with resume, cover letter and interviewing preparation
- Develop positive job leads
- Make referrals to cooperating/supportive service agencies
- Ensure follow up activities are provided and recorded in AOSOS
- Have working knowledge of all programs
- Provide short term coverage in WLL in absence of the instructor

XI. GENERAL PRACTICES

PROGRAM CONTENT

- ▶ All WLL sites must utilize **AZTEC** as the primary software program provided by NJLWD.
- ▶ All software applications installed on WLL **GSN** computers must be tested and approved by the New Jersey Department of Labor and Workforce Development - Division of Information and Technology (DIT). All unauthorized software programs are subject to removal.

SPECIAL ACCOMMODATIONS

- ▶ Special accommodations for customers with disabilities should be made to provide equal access to all customers. This may include: wider aisles, larger monitors, adaptive software (JAWS/Zoom Text), and adjustable tables.

CONTRACTS, AGREEMENTS, AND REQUEST FOR PROPOSAL (RFP)

- ▶ Contracts, Agreements, RFPs, and Memorandums of Understanding (MOU) with contractual service providers should clearly state that this agreement is for instructional and testing services. Service providers must agree to provide instructional coverage during hours of operation. These documents should include the hours of operation, daily schedule(s), performance goals and expected levels of service.

NOTE: If the regular instructor calls out sick, it is the responsibility of the contractual service provider to have a substitute fill in or a performance penalty will be applied up to and including termination of the contract with cause.

XII. SPECIFIC PROGRAM INFORMATION

UNEMPLOYMENT INSURANCE CLAIMANT

- ▶ Attendance at the WLL is acceptable for those individuals claiming regular UI or TRA Benefits during the first 6 months of their claim. Individuals enrolled in the WLL Program may be eligible to receive Additional Benefits during Training (ABT) or TRA Extended Benefits if certain eligibility requirements are met including participation in at least 20 hours a week of classroom instruction. A counselor must approve ABT benefits before an individual can be enrolled in a training program.
- ▶ The AJC Counselor must meet with the UI claimant for a full needs assessment, development of an EP, and completion of an Employment Counseling Statement. If the WLL criteria are

met, a WD-24 must be completed and forwarded to the UI office prior to the start of the WLL Program. In filling out the form, a CIP code for training is not needed but “Workforce Learning Link” must be written in the space provided. A start and end date must also be supplied.

- ▶ If attendance at the WLL is full-time, at least 20 hours per week, a work search waiver may be granted. If attendance is less than 20 hours per week, no work search waiver will be granted and the claimant must continue to seek work.

DEPARTMENT OF CORRECTIONS (DOC)

- ▶ Preparation for New Jersey’s labor market is critical to offenders’ successful reintegration into the community. The DOC WLL will prepare offenders, prior to release, to develop workplace literacy skills and prepare for jobs available in the rapidly changing labor market. An offender must meet the following requirements to be a participant in the WLL program at DOC:
 - US citizenship
 - Social Security Number
 - Within one year of parole eligibility
- ▶ Participants are fully assessed, tested, counseled, and enrolled in AOSOS. All WLL software should be used to assist participants to:
 - Upgrade skills, become computer literate, obtain a New Jersey State Issued Diploma
 - Become aware of various suitable careers and career research methods
 - Learn how to job search, interview, find and keep a good job
- ▶ Upon release, these participants are able to visit the American Job Center in their county. They are enrolled in AOSOS and eligible to continue receiving assistance in locating employment. They are able to continue with additional training if needed.

XIII. INQUIRIES

Revised: 2/2019	
<p style="text-align: center;">Adult Education and Literacy Services PO Box 055, Trenton, NJ 08625-0055</p>	
<p style="text-align: center;">DR. DANIELLE JUBANYIK NEW JERSEY STATE DIRECTOR FOR ADULT EDUCATION & LITERACY SERVICES Phone: (609) 292-6640 Danielle.Jubanyik@dol.nj.gov</p>	
<p style="text-align: center;">JONATHAN COHEN Employment & Training Specialist Phone: (609) 292-9722 jonathan.cohen@dol.nj.gov</p>	<p style="text-align: center;">ANDRE WILLIAMS Division of Information Technology Specialist Phone: (732) 236-7705 andre.williams@dol.nj.gov</p>

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National Reporting System
for Adult Education

A Project of the U.S. Department of Education

TEST BENCHMARKS FOR NRS EDUCATIONAL FUNCTIONING LEVELS

Updated March 2019

Adult Basic Education (ABE)

Educational Functioning Level (EFL)	Test Benchmarks
<p>Beginning ABE Literacy (ABE Level 1-all subjects)</p>	<p>TABE¹ (9–10) scale scores (grade level 0–1.9): Reading: 367 and below Total Math: 313 and below Language: 389 and below</p> <p>Wonderlic GAIN² scale scores: English: 200–406 Math: 200–314</p> <p>CASAS³ Life and Work Reading scale scores: Reading: 200 and below Math: 200 and below</p> <p>Tests Aligned to New ABE EFL Descriptors⁴</p> <p>TABE (11–12) scale scores (grade level 0–1): Reading: 300–441 Mathematics: 300–448 Language: 300–457</p> <p>CASAS Reading GOALS scale scores: Reading: 203 and below</p> <p>CASAS Math GOALS scale scores: Mathematics: 193 and below</p>

¹ TABE = Tests of Adult Basic Education

² GAIN = General Assessment of Instructional Needs

³ CASAS = Comprehensive Adult Student Assessment System

⁴ See Appendix B of the NRS Technical Assistance Guide for more information on the new EFL descriptors.

Educational Functioning Level (EFL)	Test Benchmarks
<p>Beginning Basic Education (ABE Level 2—all subjects)</p>	<p>TABE (9–10) scale scores (grade level 2–3.9): Reading: 368–460 Total Math: 314–441 Language: 390–490</p> <p>CASAS Life and Work Reading scale scores: Reading: 201–210 Math: 201–210</p> <p>Wonderlic GAIN scale scores: English: 407–525 Math: 315–522</p> <p>MAPT⁵ scale scores: All tests: 200–299</p> <p>Tests Aligned to New ABE EFL Descriptors</p> <p>TABE (11–12) scale scores (grade level 2–3): Reading: 442–500 Mathematics: 449–495 Language: 458–510</p> <p>CASAS Reading GOALS scale scores: Reading: 204-216</p> <p>CASAS Math GOALS scale scores: Mathematics: 194-203</p>

⁵ MAPT = Massachusetts Adult Proficiency Test

Educational Functioning Level (EFL)	Test Benchmarks
<p>Low Intermediate Basic Education (ABE Level 3—all subjects)</p>	<p>TABE (9–10) scale scores (grade level 4–5.9): Reading: 461–517 Total Math: 442–505 Language: 491–523</p> <p>Wonderlic GAIN scale scores: English: 526–661 Math: 523–669</p> <p>MAPT scale scores: All tests: 300–399</p> <p>CASAS Life and Work Reading scale scores: Reading: 211–220 Math: 211–220</p> <p>Tests Aligned to New ABE EFL Descriptors</p> <p>TABE (11–12) scale scores (grade level 4–5): Reading: 501–535 Mathematics: 496–536 Language: 511–546</p> <p>CASAS Reading GOALS scale scores: Reading: 217-227</p> <p>CASAS Math GOALS scale scores: Mathematics: 204-214</p>

Educational Functioning Level (EFL)	Test Benchmarks
<p>High Intermediate Basic Education (ABE Level 4-ELA)</p>	<p>TABE (9–10) scale scores (grade level 6–8.9): Reading: 518–566 Total Math: 506–565 Language: 524–559</p> <p>CASAS Life and Work Reading scale scores: Reading: 221–235 Math: 221–235</p> <p>Wonderlic GAIN scale scores: English: 662–746 Math: 670–775</p> <p>MAPT scale scores: All tests: 400–499</p> <p>Tests Aligned to New ABE EFL Descriptors</p> <p>TABE (11–12) scale scores (grade level 6–8): Reading: 536–575 Mathematics: 537–595 Language: 547–583</p> <p>CASAS Reading GOALS scale scores: Reading: 228-238</p>
<p>Middle Intermediate Basic Education (ABE Level 4--Mathematics)⁶</p>	<p>TABE (11–12) scale scores (grade level 6–8): Mathematics: 537–595</p> <p>CASAS Math GOALS scale scores: Mathematics: 215-225</p>

⁶ For mathematics, there is an additional intermediate level, Middle Intermediate (level 4), in addition to High Intermediate (level 5), and only one secondary level (level 6), due to the complexity of the mathematics descriptors. When reporting on NRS tables, use the level number.

Educational Functioning Level (EFL)	Test Benchmarks
<p>Low Adult Secondary Education (ABE Level 5-ELA)</p>	<p>TABE (9–10): scale scores (grade level 9–10.9): Reading: 567–595 Total Math: 566–594 Language: 560–585</p> <p>CASAS Life and Work Reading scale scores: Reading: 236–245 Math: 236–245</p> <p>Wonderlic GAIN scale scores: English: 747–870 Math: 776–854</p> <p>MAPT scale scores: All tests: 500–599</p> <p>Tests Aligned to New ABE EFL Descriptors</p> <p>TABE (11–12) scale scores (grade level 9–10): Reading: 576–616 Language: 584–630</p> <p>CASAS Reading GOALS scale scores: Reading: 239 – 248</p>
<p>High Intermediate Basic Education (ABE Level 5-Mathematics)</p>	<p>TABE (11–12) scale scores (grade level 9–10): Mathematics: 596–656</p> <p>CASAS Math GOALS scale scores: Mathematics: 226-235</p>

Educational Functioning Level (EFL)	Test Benchmarks
<p>High Adult Secondary Education (ABE Level 6-ELA)</p>	<p>TABE (9–10): scale scores (grade level 11–12): Reading: 596 and above Total Math: 595 and above Language: 586 and above</p> <p>CASAS Life and Work Reading scale scores: Reading: 246 and above Math: 246 and above</p> <p>Wonderlic GAIN scale scores: English: 871–1000 Math: 855–1000</p> <p>MAPT scale scores: All tests: 600–700</p> <p>Tests Aligned to New ABE EFL Descriptors</p> <p>TABE (11–12) scale scores (grade level 11–12): Reading: 617–800 Language: 631–800</p> <p>CASAS Reading GOALS scale scores: Reading: 249 and above</p>
<p>Adult Secondary Education (ABE Mathematics Level 6)</p>	<p>TABE (11–12) scale scores (grade level 11–12): Mathematics: 657–800</p> <p>CASAS Math GOALS scale scores: Mathematics: 236 and above</p>

English as a Second Language (ESL)

Educational Functioning Level (EFL)	Test Benchmarks
Beginning ESL Literacy (ESL Level 1—all subjects)	CASAS Life and Work Reading scale scores: Reading: 180 and below L&W Listening: 162–180 BEST⁷ Plus 2.0: 88–361 BEST Literacy: 0–20 (SPL 0–1) TABE CLAS-E⁸ scale scores⁹: Total Reading and Writing: 225–394 Total Listening and Speaking: 230–407
Low Beginning ESL (ESL Level 2—all subjects)	CASAS Life and Work Reading scale scores: Reading: 181–190 L&W Listening: 181–189 BEST Plus 2.0: 362–427 BEST Literacy: 21–52 (SPL 2) TABE CLAS-E scale scores: Total Reading and Writing: 395–441 Total Listening and Speaking: 408–449
High Beginning ESL (ESL Level 3—all subjects)	CASAS Life and Work Reading scale scores: Reading: 191–200 L&W Listening: 190–199 BEST Plus 2.0: 428–452 BEST Literacy: 53–63 (SPL 3) TABE CLAS-E scale scores: Total Reading and Writing: 442–482 Total Listening and Speaking: 450–485
Low Intermediate ESL (ESL Level 4—all subjects)	CASAS Life and Work Reading scale scores: Reading: 201–210 L&W Listening: 200–209 BEST Plus 2.0: 453–484 BEST Literacy: 64–67 (SPL 4) TABE CLAS-E scale scores: Total Reading and Writing: 483–514 Total Listening and Speaking: 486–525

⁷ BEST = Basic English Skills Test

⁸ TABE CLAS-E = Test of Adult Basic Education Complete Language Assessment System – English

⁹ Refer to the TABE CLAS-E Technical Manual for score ranges for individual reading, writing, listening and speaking tests. Table shows only total scores.

Educational Functioning Level (EFL)	Test Benchmarks
High Intermediate ESL (ESL Level 5—all subjects)	CASAS Life and Work Reading scale scores: Reading: 211–220 L&W Listening: 210–218 BEST Plus 2.0: 485–524 BEST Literacy: 68–75 (SPL 5) TABE CLAS-E scale scores: Total Reading and Writing: 515–556 Total Listening and Speaking: 526–558
Advanced ESL (ESL Level 6—all subjects)	CASAS Life and Work Reading scale scores: Reading: 221–235 L&W Listening: 219–227 BEST Plus: 525–564 (exit 565 and higher) BEST Literacy¹⁰: 76–78 (SPL 6) TABE CLAS-E scale scores: Total Reading and Writing: 557–600 Total Listening and Speaking: 559–600

¹⁰ Students can be placed into advanced ESL using Best Literacy but the test does not assess skills beyond this level so students cannot exit Advanced ESL with this test. Retesting of students who enter this level with another assessment is recommended.

REFERRAL FORM

Workforce Learning Link

For Official Use Only

For Official Use Only

Referral Date: _____

CUSTOMER INFORMATION

Name: _____
(LAST) (FIRST)

Street: _____ Apt #: _____

Town: _____ State: _____ Zip: _____

Phone: (_____) _____ Case # (If applicable): _____

Date of Birth: _____ Gender: ☐ Male ☐ Female Highest Grade Completed: _____

Reason for Referral: _____

TEST SCORES (Please attach scoresheet)

Date Tested: _____

Test Type: ☐ TABE Version: _____ ☐ BEST+ Version: _____ ☐ Other: _____

Test Scores: Reading: _____ Math: _____ Language: _____

REFERRAL SOURCE

REFERRED BY:

Agency Name: _____ Agency Contact: _____

Agency Address: _____ Agency Phone: _____

REPORT TO:

WLL Site: _____ WLL Contact: _____

WLL Address: _____ WLL Phone: _____

Date to Report: _____ Time to Report: _____ Hours Required: _____

SIGNATURES

Customer: _____ Date: _____

A G R E E M E N T

Workforce Learning Link (WLL)

As a member of the WLL at _____ in _____, I agree to the following:

1. I will maintain professionalism by:
 - a. Arriving on time every day;
 - b. Notifying the instructor of absence or lateness **prior to** scheduled class time;
 - c. Having a positive attitude; and
 - d. Being considerate towards classmates and staff
2. I will follow the directions of the WLL Instructor and ask questions when I do not understand the assignment
3. I will not bring food or drink into the WLL classroom
4. I will not search the Internet for any information that is not career-related
5. I will not download or check email without permission
6. I will place my cell phone on vibrate while in the WLL classroom
7. I will not use inappropriate language and/or behavior under any circumstances
8. I am aware that children and/or friends are not permitted in the WLL classroom
9. I am aware that music is not allowed in the WLL
10. I will notify the WLL Instructor/Counselor when I obtain employment and will provide them with information regarding my new employer and position
11. I will notify the WLL Instructor/Counselor when I enter vocational or higher education and will provide them with information regarding my training or educational program
12. I will notify the WLL Instructor/Counselor when I obtain my HSE.

I, _____, understand and agree to follow the WLL rules outlined above. I understand that failure to comply with these rules may result in removal from the _____ WLL Program.

Student Signature: _____

Date: _____

WLL Staff Signature: _____

Date: _____

L-6 Authorization for Disclosure Of HSE/GED Documents and Information

NJ Department of Education
HSE Testing Unit
 PO Box 500
 Trenton, NJ 08625

I (We) hereby authorize the NJ Department of Education and the applicable HSE/GED user jurisdiction (collectively the "HSE/GED Testing Program") to provide copies of the documents, information, and/or records identified below to the following third party: Site/Name: _____

Address: _____

City: _____, NJ Zip Code: _____

The specific information, documents, and/or records that I am authorizing the NJ Department of Education; HSE/GED Testing Program to release are: (Please indicate the particular test and specific test date(s) for which materials are being requested.)

HSE/GED Testing records for individual identified below:

In requesting and authorizing disclosure of these documents, information, and/or records, I hereby agree to the following:

1. I understand and acknowledge the HSE/GED Testing Program's right to make an independent determination, at its sole discretion of whether the information and records identified above are subject to disclosure under the HSE/GED Testing Program's policies for disclosing information to third parties.
2. I hereby release the NJ Department of Education, the HSE/GED Testing Program, its employees, its attorneys, its governing bodies, and its agents from any and all liability and claims of every kind and character that are based upon or relate in any way to the disclosure of information in accordance with this authorization of any actions of the third party identified above.
3. I agree that this authorization is valid until such time as the NJ Department of Education; HSE/GED Testing Program has received written notice from me (or from me and my parent or guardian, if I am a minor) withdrawing permission to disclose the documents or information specified above to the third party identified above. In the event that permission is withdrawn, the NJ Department of Education; HSE/GED Testing Program shall nevertheless remain fully protected from any and all claims and liability relating in any way to information released by the NJ Department of Education; HSE/GED Testing Program prior to its receipt of the written withdrawal notice and to any actions of the third party.
4. I understand that, subject to its independent determination, the NJ Department of Education; HSE/GED Testing Program will disclose the designated material that it has at the time it receives my request. I also understand that in the absence of an additional request from me, the HSE/GED Testing Program will not provide information that becomes available at a later date.

I have read this authorization carefully and hereby acknowledge that I fully understand it. I further affirm that I am giving this authorization knowingly of my own free will.

Please print your name: _____

Signature of Candidate: _____

Date: _____

If you have previously taken the GED/HSE test under a different name, please indicate that name below:

Candidate's SSN/SIN: _____

Date of Birth: _____

Signature of Candidate's Parent or Guardian (f candidate is under 18 years of age) _____

Date _____

CONSENT OF NON-ENROLLMENT IN SCHOOL FOR 16 TO 21 YEAR OLDS



NEW JERSEY DEPARTMENT OF LABOR AND WORKFORCE DEVELOPMENT
Division of Workforce Development & Economic Opportunity
Adult Education and Literacy Services
PO Box 055
Trenton, New Jersey 08625-0055
Phone: 609-292-9722
Fax: 609-984-3562

Phillip Murphy
Governor

Robert Asaro-Angelo
Commissioner

Instructions: This form must be completed by any 16 to 21-year-old individual who is currently not enrolled in a public/private high school and interested in participating in a Workforce Learning Link (WLL) Adult Basic Skills Program; and presented to the WLL program provider prior to joining the program. This form must also be signed by a parent/guardian for 16 and 17 year olds. **Please be advised that this signed consent form may be provided to your current school district.** For any questions, contact the New Jersey Department of Labor and Workforce Development at (609) 292-9722.

PART A: ► TO BE COMPLETED BY APPLICANT

Current School District: _____

First Name _____ Middle Initial _____ Last Name _____ Social Security Number _____
Address _____ City _____ State _____ Zip Code _____
Telephone: _____ Date of Birth: _____ Age: _____
Month Day Year

I certify the following: I am at least 16 years of age. I am not currently enrolled in school. I have not graduated from an accredited high school in the United States or Canada. I have not previously earned a State-issued high school diploma. I certify that I am eligible to participate in the WLL Adult Basic Skills Program and that the information provided is accurate. I understand that if the information is misrepresented, the program provider can refuse to accept me into the program.

Applicant's Signature: _____ Date: _____

Part B: ► TO BE COMPLETED BY PARENT OR GUARDIAN

I certify the following: The individual named above has my legal consent to waive his/her right to attend a local school. I have officially withdrawn this individual from the school of residence, day school or educational program and he or she cannot return to the public school system. I further consent to his/her participation in the WLL Adult Basic Skills Program.

Parent/Legal Guardian's Signature: _____ Date: _____
Print Name: _____ Phone: _____
Address: _____
City: _____ State: _____ Zip Code: _____

WORKFORCE LEARNING LINK ATTENDANCE SHEET
_____ WLL

Date_____

Name	Signature	AM Time In	AM Time Out	PM Time In	PM Time Out	Comments



**New Jersey Department of Labor and Workforce Development
Division of Workforce Development and Economic Opportunity
*AOSOS v7.1***

**WORKFORCE LEARNING LINK
PROGRAM**

**Revised:
Requirements in AOSOS**

REVISED February 15, 2019

AMERICAN JOB CENTER SYSTEM

A Guide to the Workforce Learning Link Program: Requirements in AOSOS

AOSOS v7.1

CUSTOMER DETAIL MODULE (this module displays customer characteristics, activities, and test information)

Note: Although a record may already exist in AOSOS, it is important to verify the information for accuracy and update as needed. Under WIOA, all customers are included in Entered Employment Measures, even those customers without a Social Security Number. Social Security Numbers are critical for accurate wage records.

1. Select tab labeled “Gen. Info”

Enter: All Green-Dotted fields (SSN, Status, Job Seeker, Username, Password, Last Name, First Name, Date of Birth, Gender, Address, City, State, U.S. Citizen, Ethnic Heritage, Education Level, School Status, Employment Status, Contact Preferences)

Enter: County, Country, Phone Number, and Email

The screenshot displays the AOSOS Customer Detail Module for a customer named Literacy, Jane. The interface includes a top navigation bar with tabs: CUSTOMER, PROVIDER, EMPLOYER, STAFF, and HELP. Below this is a sub-navigation bar with tabs: Customer Search, Customer Detail (selected), Comp Assess, Services, and Links. The main content area is divided into several sections:

- Customer Data:** Includes fields for SSN (***-**-1122), Status (Active), Job Seeker (Active), Username (janell01), Password (01janell01), Last Name (Literacy), First Name (Jane), Date of Birth (01/01/1995), Gender (Female), Address (1 John Fitch Plaza), City (Trenton), State (New Jersey), Zip (08625), County (Mercer), Country (United States), Metro (), Phone (609-292-9292), Ext. (), Alt. (), Fax (), Email (janelliteracy@nomail.com), and URL (). There are also checkboxes for U.S. Citizen (checked) and Enrollments.
- Education & Employment:** Includes fields for Education Level (11 Grade), School Status (Not attending school or H.S. Dropout), Employment Status (Not Employed), Underemployed (), and Long Term Unemployed ().
- Contact Preferences:** Includes checkboxes for Use Postal (), Fax (), Pri. Phone (checked), Email (checked), Alt. Phone (), and Resume Contact Info ().
- Customer Assignment:** Includes fields for Staff Assigned (Heil, Kathleen), WIB Assigned (NJDOJ Trenton Central Office), Agency (DEPARTMENT OF LABOR), Office (Div of E and T Trade Readj Act), and UI Claimant ().

The bottom of the screen shows a status bar with the following information: Staff: Heil, Kathleen; Office: Div of E and T Trade Readj Act; Unsaved Changes; Security: Add; 11/09/2016.

2. Select tab labeled “**Eligibility**”

Enter: All **Green-Dotted** fields (Disability Status, Migrant/Seasonal Worker)

The screenshot shows the 'Eligibility' tab for customer 'Hood, Carla F.' with SSN: ***-**-6789 and OSOS ID: NJ000968727. The interface includes tabs for Gen. Info, Eligibility, Add'l Info, Pgms/PA, Objective, Work Hist., Ed/Lic, Skills, Saved Searches, Activities, Comments, and Tests. The 'Eligibility' section contains the following fields:

- Income Info:** Lower Living Standard (Not Disclosed), Income 70% LLSIL (Not Disclosed), 5% Rule/Local Priority (dropdown), High Poverty Area (Not Disclosed).
- Disability Info:** Disability Status (Not Disabled).
- Migrant Info:** Migrant / Seasonal Worker (Yes/No radio buttons, with 'No' selected).
- Programs:**
 - HVRP - Homeless Veterans Reintegration Program:** HVRP Grantee Svc Provider (dropdown), HVRP Grantee Svc Provider #2 (dropdown), Reason (dropdown), HVRP Grantee Svc Provider #3 (dropdown), Reason (dropdown).
 - INAP - Indian and Native American Programs:** BearTracks Software Version (text field), Tribal Code (text field with 'Lookup' button), Tribal Affiliation (text field).

The bottom of the screen shows a status bar with 'Staff: Cohen, Jonathan', 'Office: Div of E and T Workforce Training Svcs', 'Unsaved Changes', 'Security: Add', and '01/17/2019'.

3. Select tab labeled “**Add'l Info**”

Enter: All **Green-Dotted** fields (Service Veteran)

Enter: Employment Preferences and Shift Preference

The screenshot shows the 'Add'l Info' tab for customer 'Literacy, Jane' with SSN: ***-**-1122 and OSOS ID: 1 of 0. The interface includes tabs for Gen. Info, Eligibility, Add'l Info, Pgms/PA, Objective, Work Hist., Ed/Lic, Skills, Saved Searches, Activities, Comments, and Tests. The 'Add'l Info' section contains the following fields:

- Military Service:** Service Veteran (No), Mil. Spouse Displaced Homemaker (dropdown).
- Customer List Participation:** List Name (dropdown), Assign To List (button), Remove (button).
- Employment Preferences:** Work Week (Full Time), Duration (Regular), Salary (\$ 15.00), Pay Unit (Hourly), Date Available (11/09/2016).
- Shift Preference:** Work Any Shift (Yes/No radio buttons, with 'No' selected), First Shift (checked), Second Shift, Third Shift, Split Shift, Rotating Shift.

The bottom of the screen shows a status bar with 'Staff: Heil, Kathleen', 'Office: Div of E and T Trade Readj Act', 'Unsaved Changes', 'Security: Add', and '11/09/2016'.

4. Select tab labeled **“Pgms/PA”**

Pgms/PA Page will be populated automatically and there for unnecessary for you to complete.

The WLL and Wagner Peyser fields will be populated from the Services TAB and will depend on what Funding Source is chosen.

In the past WLL staff populated these fields, but now will be unable to do so.

The screenshot shows the 'Pgms/PA' tab selected in the 'Customer Detail' view for 'Literacy, Jane' (SSN: ***-**-1122, OSOS ID: 1 of 0). The tab contains a list of services with checkboxes and dates. The 'Wagner-Peyser' and 'Workforce Learning Link' services are checked, with dates of 11/09/2016. Other services include TANF E & T, Trade Adjustment Assistance (TAA), Tuition Waiver, UI - 599 Unemployment Insurance (PIRL), UI - EB (Extended Benefits) Program, UI Reemployment (PROS) (PIRL), UI - Unemployment Insurance (PIRL), Vocational Rehabilitation (PIRL), VR & E - Vocational Rehabilitation & Employment (PIRL), WIOA - Adult, Work First New Jersey, Workforce 55, Workforce Development (WDP), Workforce Development (WDP-D), Workforce Development (WDP-DW), Workforce Development (WDP-DW-EF), YouthBuild (PIRL), and Youth Transitions to Work. The bottom of the screen shows staff information: Staff: Heil, Kathleen; Office: Div of E and T Trade Readj Act; Unsaved Changes; Security: Add; 11/09/2016.

5. Select tab labeled **“Objective”**

Enter: All **Green-Dotted** fields (Employment Objective, O*Net Titles, Acceptable Job Locations)

The screenshot shows the 'Objective' tab selected in the 'Customer Detail' view for 'Literacy, Jane' (SSN: ***-**-1122, OSOS ID: 1 of 0). The tab contains three main sections: 'Employment Objective' with a text field containing 'Nursing Assistant'; 'Desired O*Net' with a table showing 'Nursing Assistants' selected; and 'Acceptable Job Locations' with fields for 'Maximum Zip Radius' (Within 25 miles of ZIP 08625) and 'Or Anywhere in the following states'. The bottom of the screen shows staff information: Staff: Heil, Kathleen; Office: Div of E and T Trade Readj Act; Unsaved Changes; Security: Add; 11/09/2016.

6. Select tab labeled **“Work History”**

You must enter information for at least one Work Experience or check the “No Information Provided” checkbox.

Select: New Job Entry or No Information Provided checkbox

Enter: All **Green-Dotted** fields (Job Title, Employer, Address, City, State, Country, Start Date, End Date, Wage, Reason for Leaving, Job Duties) must be entered if **New Job Entry** was selected

Click: Click on the O*Net Titles button. Get Code and Title which will populate the Job Title

Click: Click on NAICS Look-up button, use a job title or reference files to receive an Industry Employment Code

Enter: Enter code into the blank next to NAICS and a federally recognized industry title will populate

Detail

Job Title: MANAGERS O*Net Titles O*Net Code

Employer: WDZ Book Haven Include online ☒ Start Date: 06/01/1987 End Date: 05/01/2002

Address: 304 Corporate Place South Supervisor: Francis X Quinn Phone Ext.

City: Piscataway Wage: \$90000.00 Yearly Hours/week: 40

State: New Jersey Zip Reason for Leaving: Fired

Country: United States Job Duties: Facility manager.

Job Type: Full Time RR Event# Event

NAICS NAICS Lookup

	Job	Company	City	Start	End
<input type="checkbox"/>	MANAGERS	WDZ Book Haven	Piscataway	06/01/1987	05/01/2002

New Job Entry Delete Selection

Save Start Match Services Comp Assess Activity I.A. Referrals Correspond IVR Ret to Srch Comments Tag Sched

7. Select tab labeled “Ed/Lic”

Enter: You must enter information for at least one Certificate/License or check the “No Information Provided” checkbox.

Enter: You must enter information for at least one School or check the “No Information Provided” checkbox.

Enter: You must enter information for at least one Professional Association or check the “No Information Provided” checkbox.

The screenshot shows the 'Ed/Lic' (Education/Licenses) tab selected. The interface includes a top navigation bar with tabs: CUSTOMER, PROVIDER, EMPLOYER, STAFF, and HELP. Below this is a sub-navigation bar with links: Customer Search, Customer Detail (active), Comp Assess, Services, and Links. The main header displays 'Literacy, Jane', 'SSN: ***-**-1122', and 'OSOS ID: 1 of 0'. A secondary navigation bar contains tabs: Gen. Info, Eligibility, Add'l Info, Pgms/PA, Objective, Work Hist, Ed/Lic (active), Skills, Saved Searches, Activities, Comments, and Tests. The 'Ed/Lic' section is divided into three main areas:

- Driver License:** Includes radio buttons for 'Yes' and 'No', a 'Class' dropdown, a 'State' dropdown, and checkboxes for 'Pass Transport', 'Hazardous Materials', 'Tank Vehicle', 'Motorcycle', 'School Bus', 'Doubles/Triples', 'Tank Hazard', and 'Air Brakes'.
- Certificates / Licenses:** A table with columns: Certificate/License, Issue Date, Issuing Organization, State, and Country. One entry is visible: 'Microsoft Office', '01/2014', 'ABC Institute', 'New Jersey', 'United States'. Buttons 'Add Cert/Lic', 'Edit Cert/Lic', and 'Delete Selection' are present.
- Schools:** A table with columns: Course of Study, Degree, Completed, Issuing Institution, State, and Country. It is currently empty.
- Professional Associations:** A section with a checked 'No Information Provided' checkbox and buttons 'Add School', 'Edit School', and 'Delete Selection'. Below it is a table with columns: Association Name, Position, Description, and Date Received.

 At the bottom, there is a 'Save' button and a row of smaller buttons: Start/Addr, Services, Completed, Activity, Mail Referrals, Correspond, I/R, Get to Src, Comments, Tag, Resume, and Sched. The footer shows 'Staff: Heil, Kathleen', 'Office: Div of E and T Trade Readj Act', 'Unsaved Changes', 'Security: Add', and the date '11/09/2016'.

8. Select tab labeled “Skills”

Enter: All Green-Dotted fields (Additional Skills Text)

The screenshot shows the 'Skills' tab selected. The interface structure is identical to the previous screenshot, with the 'Skills' tab active in the secondary navigation bar. The 'Skills' section contains:

- Additional Skills Text:** A text area containing the text 'Customer Service, Bilingual Spanish, Microsoft Office Proficient'.
- Honors & Activities:** An empty text area.
- Qualifications:** A table with columns: Qualification and Description. It is currently empty.
- Awards:** A table with columns: Award Name and Description. It is currently empty.

 Buttons 'Add Qualification', 'Edit Qualification', and 'Delete Selection' are located between the Qualifications and Awards sections. At the bottom, there is an 'Add Award' button and the same row of smaller buttons as in the previous screenshot. The footer information remains the same: 'Staff: Heil, Kathleen', 'Office: Div of E and T Trade Readj Act', 'Unsaved Changes', 'Security: Add', and '11/09/2016'.

**** SAVE **** (If you have not completed all of the required fields it will not allow you to save.)

9. Click button labeled “**Activity**” (located on bottom of screen)

Click: Labor Exchange

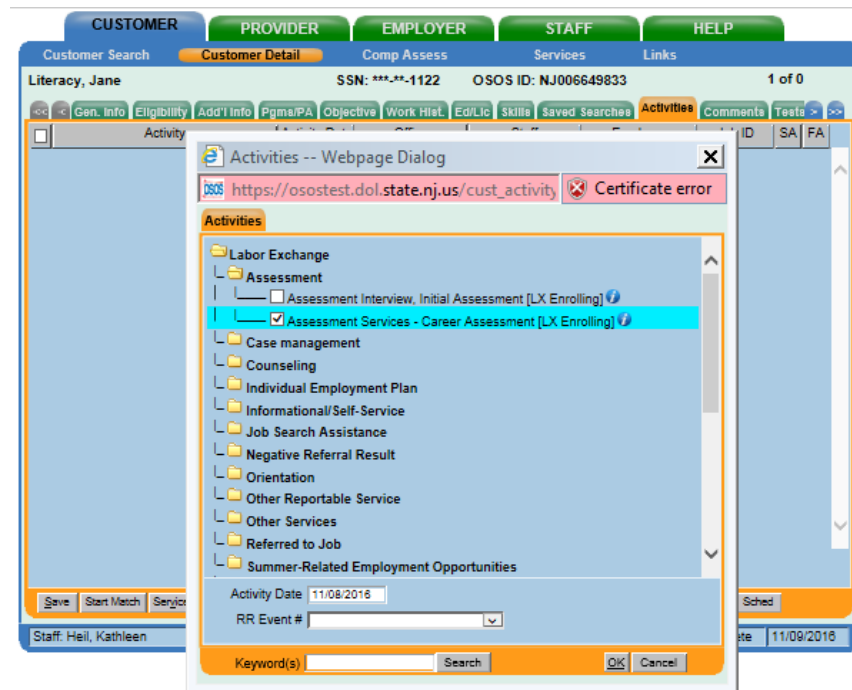
Click: Assessment

Select: Assessment Services – Career Assessment

Enter: Activity Date (Date the assessment was actually completed)

Click: OK

Note: An activity can be dated to an earlier time to accommodate data entry lag time. However, the date entered must be in the current quarter or the quarter preceding the current quarter. A date cannot be entered prior to the customer’s registration date. Activities should be entered on an ongoing basis. Additional activities may be posted as given to the customer.

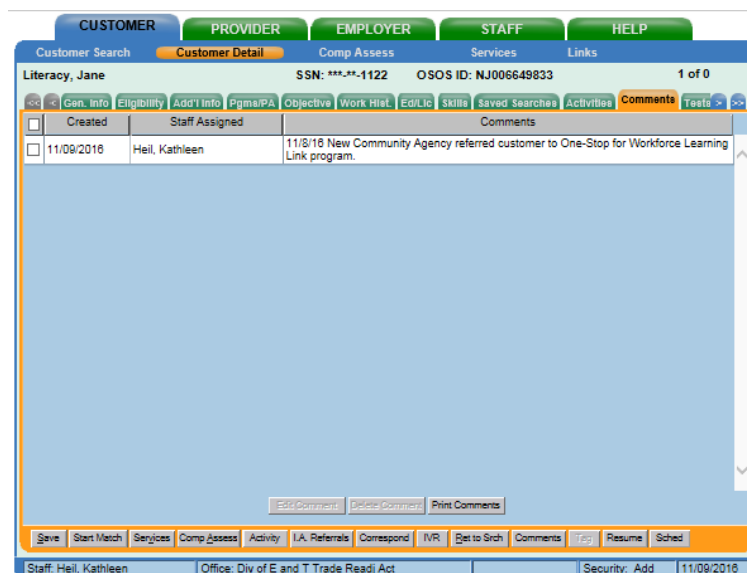


10. Select tab labeled “**Comments**”

Click: Comments (Located on bottom of screen)

Enter: Note (Format is as follows: date of referral, referring agency, and comment)

Click: Spell Check and Remember to click on SAVE at the bottom



NOTE: If you complete #11 Tests for AOSOS Service you still must complete Lit-Num Tab information in order to compile Workforce Learning Link Records for WLL-001 Reports and other WLL documentation.

11. Select tab labeled “Tests” (See Two Tables below)

- Click: Add Test on Tab near the bottom
- Enter: All Green-Dotted fields (Test Type, Office, Completed Date)
- Click: Test Details Tab next to completion date (Must have a complete date- ex. 12/12/2018 format)
- Enter: All Green-Dotted fields once the screen is opened and then click on Submit Tab.
- Click: Remember to click on SAVE at the bottom once Test Details page is submitted

Test Detail

Test Type: BEST Literacy
Office: Monmouth County WIB
Completed Date: 12/12/2018

Test Type	Completed Date
BEST Literacy	12/12/2018

Add Test Delete Selection

Test Details -- Webpage Dialog

Test Details

General Information

Category: [Dropdown]
Test Name: BEST Literacy
Functional Area: [Dropdown]
Test Completed Date: 12/12/2018
Score: [Text]
GLE: [Text]
EFL: [Dropdown]

Created

Staff: [Text]
Office: [Text]
Date: [Text]

Last Modified

Staff: [Text]
Office: [Text]
Date: [Text]

Submit Cancel

13. OPTIONAL If there are any attachments for customer records Select tab labeled “**Attachments**” (See 3 Tables listed below)

Note: Only Two Staff per office have access to perform this function!

- Click: Add Attachment on Tab near the bottom
- Enter: All **Green-Dotted** fields (Attachment Type, which opens Upload Attachment Tab to be completed)
- Click: Click Browse and enter the correct attachment and then click on the Upload Tab
- Click: Once attachment is uploaded, remember to click on SAVE at the bottom

Attachment Detail

Attachment Type: Staff:

Notes:

Office:

File Name:

Last Modified:

Date Added	Attachment	Type	Source	Staff
<input type="checkbox"/>				

Attachment Detail

Attachment Type: Staff:

Notes:

Office:

File Name:

Last Modified:

Date Added	Attachment	Type	Source	Staff
<input checked="" type="checkbox"/>	02/15/2019	Credential Attainment	Cohen, Jonathan	Cohen, Jonathan

The screenshot shows a software interface with a top menu bar containing tabs: <<, <, bility, Add'l Info, Pgms/PA, Objective, Work Hist., Ed/Lic, Skills, Saved Searches, Activities, Comments, Tests, Attachments, >, >>. The main window is titled 'Attachment Detail' and has a sub-tab 'Attachment Type' set to 'Credential Attainment'. It includes fields for 'Staff' (Cohen, Jonathan), 'Office', 'File Name', and 'Last Modified'. A 'Notes' text area is present. An 'Upload Customer Attachment -- Webpage Dialog' is overlaid on the main window. This dialog has a title bar with a close button (X), a section header 'Upload Customer Attachment', a text input field with a 'Browse...' button, and 'Upload' and 'Cancel' buttons at the bottom. Below the dialog, the main window shows 'Date Added' as '02/15/2019' and buttons for 'Add Attachment', 'File Type' (Unknown), 'Download Attachment', and 'Delete Attachment'. At the very bottom is a navigation bar with buttons: Save, Start Match, Services, Comp Assess, Activity, I.A. Referrals, Correspond, IVR, Get to Src, Comments, Tag, and Sched.

13. OPTIONAL - Select tab labeled “**Employment Plan**”

Click: Add

Enter: As much detail as possible. Click on SAVE Button when complete.

The screenshot shows a software interface with a top menu bar containing tabs: CUSTOMER, PROVIDER, EMPLOYER, STAFF, and HELP. The main window is titled 'Customer Detail' and has a sub-tab 'Customer Search'. It displays 'Literacy, Jane' with 'SSN: ***-**-1122' and 'OSOS ID: NJ006649833'. Below this is a navigation bar with tabs: NJ Hours, WPNJ, Additional Follow-up, Program Tracking, Keywords, Tuition Waiver, Training On Demand, and Employment Plan (selected). The 'Employment Plan' tab is active, showing a table with columns 'Record Id', 'Create Admin', and 'Creation Time'. To the right of the table are sections for 'Demographics' (Last Name: Literacy, First Name: Jane, County: Mercer, One-Stop Office, Date) and 'Work Plan' (Reemployment Career Goal, O*Net Title, Barriers). At the bottom of the 'Employment Plan' section are 'Add', 'Delete', and 'Print List' buttons. A bottom navigation bar contains buttons: Save, Start Match, Services, Comp Assess, Activity, I.A. Referrals, Correspond, IVR, Get to Src, Comments, Tag, Resume, and Sched. The footer shows 'Staff: Heil, Kathleen', 'Office: Div of E and T Trade Readj Act', 'Security: Delete', and '11/28/2018'.

14. Select tab labeled **“Achievement Objectives”**

- Click: New Objective
- Enter: All **Green-Dotted** Fields (Achievement Objective, Planned Start Date, Planned End Date, Evaluation Date)
- Select: Type of Goal (Basic Skills)
- Select: Goal Attainment (Set, but attainment pending)
- Enter: Actual Start Date Click on SAVE Button when complete.

15. Select tab labeled **“Services”**

- Click: **New Service** (*Located on bottom of screen*). The Offering Search tab will be brought up.
- Click: **General Info tab**
- Select: WDB Location
- Enter: Provider Name **NJDOL_ Workforce Learning Link** (*Unless using an RFP – contracted vendor*)
- Verify: Service Category/Type for all RFP entries – refer to table below
- Note: NJDOL-Workforce Learning Link will default to appropriate Service Category/Type.

Service	Required Service Category/Type	Required CIP Title
ABE: Adult Basic Education Grade level: 6 - 8	Literacy Training	Literacy & Communication Skills
ESL: English a Second Language Low/High Intermediate ESL	ESL	Literacy & Communication Skills
GED: General Education Development Grade level: 9+	Academic Learning	Literacy & Communication Skills
PCB: Personal Computer Basics	Basic Skills/Life Skills	Basic Skills Other

Important: If using NJDOL-Workforce Learning Link, AOSOS will default to the appropriate Service Category/Type. If using a RFP, verify that the offering chosen indicates the correct Service Category/Type. If it **does not**, go to the Provider Module and correct the entry.

Note: CIP Codes are not used to generate the WLL-001 report but should be entered and/or corrected on the Provider Module tab to ensure consistency of other reports – refer to list above.

- Click: Search (*Located on bottom of screen*)
- Highlight: Correct Site and Program
- Click: Schedule. You will be returned to the Services tab.
- Enter: Planned Start Date
- Enter: Planned End Date (*Can remain in program for a maximum of six (6) months*)
- Enter: Actual Start Date
- Select: Program Svc. Type "Individual Career Services"
- Select: Achv. Objective associated with the service you are entering
- Select: Program "Workforce Learning Link"
- Click: Save
- Enter: Total Funding "\$1.00" (*Funding Block*) as indicated below or actual cost for RFP
- Click: Add
- Highlight: Appropriate Funding Source
- State Workforce Learning Link (*Labs approved as official LWD sites*)
 - OR-
 - WIB Workforce Learning Link (*RFP's – vendor contracted services*)
- Enter: Obligated Amount
- State Workforce Learning Link = \$1.00
 - OR-
 - WIB Workforce Learning Link = Actual Cost
- Click: OK
- Click: Save
- Note: If your site is not an official LWD site then the actual cost must be entered.

	Provider Name	Service Name	Location	Start Date	Start Time	End Date	End Time
<input checked="" type="checkbox"/>	NJDOL_Workforce Learning L	Mercer County OSCC - ABE	Mercer County C	07/01/2002		06/30/2003	
<input type="checkbox"/>	NJDOL_Workforce Learning L	Mercer County OSCC - ESL	Mercer County C	07/01/2003		06/30/2004	
<input type="checkbox"/>	NJDOL_Workforce Learning L	Mercer County OSCC - GED	Mercer County C	07/01/2003		06/30/2004	
<input type="checkbox"/>	NJDOL_Workforce Learning L	Mercer County OSCC-PCB	Mercer County C	07/01/2007	09:00 am	06/30/2008	04:00 pm
<input type="checkbox"/>	NJDOL_Workforce Learning L	zz--Trenton OSCC - ABE	Trenton OSCC	07/01/2002		06/30/2003	
<input type="checkbox"/>	NJDOL_Workforce Learning L	zz--Trenton OSCC - ESL	Trenton OSCC	07/01/2003		06/30/2004	
<input type="checkbox"/>	NJDOL_Workforce Learning L	zz--Trenton OSCC - GED	Trenton OSCC	07/01/2003		06/30/2004	
<input type="checkbox"/>	NJDOL_Workforce Learning L	zz--Trenton OSCC - PCB	Trenton OSCC				

Options: Search Assign to List Clear Detail Delete Schedule

Staff: Heil, Kathleen | Office: Div of E and T Trade Readj Act | Security: Search | 11/09/2016

CUSTOMER **PROVIDER** **EMPLOYER** **STAFF** **HELP**

Customer Search Customer Detail Comp Assess **Services** Links

Literacy, Jane SSN: ***-**-1122 OSOS ID: NJ006649833

<< Agency Info Achievement Objectives **Services** Service History Enrollments Outcomes Empl. Outcomes Trng. Outcomes >>

Detail

Service Name: Mercer County OSCC - ABE
 Service Desc: 650 S. Broad St., Trenton
 Service ID: 100144
 Service Type: Literacy Training
 Provider Name: NJOL Workforce Learning Link
 Location Name: Mercer County OSCC
 Provider ID: 65347 Offering ID: 83958
 Plan Start Date: 11/09/2016 Plan End Date: 05/09/2017
 Actual Start Date: 11/09/2016 Actual End Date:
 Completed Successfully:
 Next Contact Date:
 Program Service Type: Individualized Career Services
 Part Time Learn: Distance Learn:
 Program: Workforce Learning Link

Funding

Level	Source	Obligated	Actual	Oblig #
<input type="checkbox"/> State	Workforce Learning	\$ 1.00	\$ 0.00	

Total Funding: \$1.00 Add Edit Delete
 Petition #
 RR Event #
 Incumbent Worker Waivers

	Provider Name	Service Name	Actual Start Date	Actual End Date	Program Svc Type
<input type="checkbox"/>	NJOL Workforce Learning Link	Mercer County OSCC - ABE	11/09/2016		Individualized Career Se

Options Print List New Service Delete Service Authorization IPA Service Summary Payments Tracking Change Actual Cost

Save Customer Detail Comp Assess Comments Check Labor Market Information

Staff: Heil, Kathleen Office: Div of E and T Trade Readj Act Security: Delete 11/09/2016

****You may need to exit the customer's record and re-enter in order to complete the next step****

16. Select tab labeled "Outcomes"

Select: Workforce Learning Link

Click: **Lit/Num Testing**

Click: Add Test

Enter: All **Green-Dotted** fields for the General Info side. This will make the Pre-Test fields available.

Select: Category: ABE or ESL

Select: Type of Test

- TABE Cass E
- BEST Plus
- CASAS

Select: Functional Area

TABE 9-10

- Reading
- Mathematics
- Language

BEST Plus

- Oral

Note: Enrollment date will be system-generated.

Enter: All **Green-Dotted** fields for the Pre-Test

Note: The lower skill level always determines the EFL

CUSTOMER **PROVIDER** **EMPLOYER** **STAFF** **HELP**

Customer Search Customer Detail Comp Assess **Services** Links

Literacy, Jane SSN: ***-**-1122 OSOS ID: NJ006649833

<< < Agency Info Achievement Objectives Services Service History Enrollments **Outcomes** Empl. Outcomes Trng. Outcomes > >>

Employment

O*Net Title O*Net Titles

Recalled By Layoff Employer

Employment Training Related

Employment Non-Traditional

Employed in Federal Contractor Job

Employed in Quarter after Exit

Employed	Determination Method
1st Qtr <input type="text"/>	<input type="text"/> NAICS <input type="text"/>
2nd Qtr <input type="text"/>	<input type="text"/> NAICS <input type="text"/>
3rd Qtr <input type="text"/>	<input type="text"/> NAICS <input type="text"/>
4th Qtr <input type="text"/>	<input type="text"/> NAICS <input type="text"/>
5th Qtr <input type="text"/>	<input type="text"/> NAICS <input type="text"/>

Education & Training

Education Level at Exit

Entered Advanced Training

Entered Post-Secondary

Attained Credential

Type of Credential

Date Attained

Youth Outcomes

School Status at Exit WIA Youth (14-24)

School Status in Quarter after Exit

Program Type	Enr. Date	Enrollment Office	Exit Date	Exit Office	SA
<input type="checkbox"/> Common Measure	11/08/2016	Div of E and T Trade Readj Act			Yes
<input type="checkbox"/> Labor Exchange	11/08/2016	Div of E and T Trade Readj Act			Yes
<input checked="" type="checkbox"/> Workforce Learning	11/09/2016	Div of E and T Trade Readj Act			Yes

Print List Lit/Num Testing

Save Customer Detail Comp Assess Comments Check Labor Market Information

Staff: Heil, Kathleen Office: Div of E and T Trade Readj Act Security: Delete 11/09/2016

Pre-Test Information - BEST Plus

Enter: Test Score

Enter: Pre-Test Date (Must be no older than six months to be used for entry into the WLL program)

Select: EFL (Educational Functioning Level)

- | | | |
|-------------------------|-----------------------------------|---------------------------|
| • Low Intermediate ESL | Student Performance Level (SPL) 4 | Score Range 439 - 472 |
| • High Intermediate ESL | Student Performance Level (SPL) 5 | Score Range 473 - 506 |
| • Advanced ESL | Student Performance Level (SPL) 6 | Score Range 507 – 540 |
| • Exit Criteria | Student Performance Level (SPL) 7 | Score Range 541 and above |

Note: Customers with a score of 541 or above on the BEST Plus or TABE Class E should be given the CASAS test and may use approved WLL services.

Important: ABE customers must test at High Intermediate Basic Education or above

ESL customers must test at Low Intermediate ESL or above

Note: The lower skill level always determines the EFL

Note: Customers with a score of 541 or above on the BEST Plus and TABE Class E should be given the or CASAS test and may use approved WLL services.

Note: Post Test Year 2 and Post Test Year 3 may be entered in the same manner.

Test Details

General Information

- Category: ABE
- Test Name: CASAS Life Skills Math
- Functional Area: Mathematics
- Test Completed Date: 03/22/2019
- Score: 439
- GLE: 6.90
- EFL: Low Intermediate Basic Education

Participations

17. Select tab labeled “WLL L-6”

Click: Add

Select: “Yes” from the drop-down menu to indicate a signed L-6 is on file

Note: Field staff should leave the outcomes selection blank unless the customer has reported taking the test and not passing. In that case select that option from the drop-down menu. Once HSE results are received, go to the “Outcomes Tab” to update results and save.

WLL L-6

Record Id: 16311

Outcomes on WLL L-6

Copy of Signed L-6: Yes

Original L-6 sent to: LWD

Date L-6 Sent:

Outcomes:

Buttons: Add, Delete, Print List, Help, Print Record, Audit

Footer: Staff: Heil, Kathleen | Office: Div of E and T Trade Read Act | Security: Delete | 12/06/2016

18. Complete the following for participants who have “Completed” or “Dropped Out”

Select: Services tab

Highlight: Appropriate Service from the list

Enter: Actual End Date

Select: Completed Successfully (Yes or No) and click Save

CUSTOMER **PROVIDER** **EMPLOYER** **STAFF** **HELP**

Customer Search Customer Detail Comp Assess **Services** Links

Literacy, Jane SSN: ***-**-1122 OSOS ID: NJ006649833

<< < Agency Info **Achievement Objectives** Services Service History Enrollments Outcomes Empl. Outcomes Trng. Outcomes >>

Detail

Service Name: Mercer County OSCC - ABE
 Service Desc: 650 S. Broad St., Trenton
 Service ID: 100144
 Service Type: Literacy Training
 Provider Name: NJDOL_Workforce Learning Link
 Location Name: Mercer County OSCC
 Provider ID: 65347 Offering ID: 83958
 Plan Start Date: 11/09/2016 Plan End Date: 05/09/2017
 Actual Start Date: 11/09/2016 Actual End Date: 11/09/2016
 Completed Successfully: Yes
 Next Contact Date:
 Program Service Type: Individualized Career Services
 Part Time Learn.: Distance Learn.
 Program: Workforce Learning Link

Funding

Level	Source	Obligated	Actual	Oblig #
<input type="checkbox"/> State	Workforce Learn	\$ 1.00	\$ 0.00	

Total Funding: \$ 1.00 Add Edit Delete
 Petition #
 RR Event #
 Incumbent Worker Waivers

Provider Name	Service Name	Actual Start Date	Actual End Date	Program Svc Type
<input checked="" type="checkbox"/> NJDOL_Workforce Learning Link	Mercer County OSCC - ABE	11/09/2016	11/09/2016	Individualized Career Se

Options Print List New Service Delete Service Authorization IPA Service Summary Payments Tracking Change Actual Cost

Save Customer Detail Comp Assess Comments Check Labor Market Information

Staff: Heil, Kathleen Office: Div of E and T Trade Readj Act Unsaved Changes Security: Delete 11/09/2016

19. Select tab labeled “**Achievement Objectives**”

Highlight: Appropriate Achievement Objective from screen listing

Enter: All Green-Dotted fields and Type of Goal

Enter: Actual End Date

Select: Closure Reason

Update: Goal Attainment

Save: Click save once all complete

CUSTOMER **PROVIDER** **EMPLOYER** **STAFF** **HELP**

Customer Search Customer Detail Comp Assess **Services** Links

Literacy, Jane SSN: ***-**-1122 OSOS ID: NJ006649833

<< < Agency Info **Achievement Objectives** Services Service History Enrollments Outcomes Empl. Outcomes Trng. Outcomes >>

Employment Objective: Nursing Assistant
 Goal Justification:

Achievement Objectives

● Achievement Objective: To gain literacy for better employment
 Type of Goal: Basic Skills Goal Attainment: Set, but cancelled
 ● Planned Start Date: 11/09/2016 ● Planned End Date: 05/09/2017
 Actual Start Date: 11/09/2016 Actual End Date: 11/09/2016
 ● Evaluation Date: 04/09/2017
 Closure Reason: Objective, No Longer Attainable
 Outcome / Status:

Achievement Objective	Type	Attainment
<input checked="" type="checkbox"/> To gain literacy for better employment	Basic Skills	Set, but cancelled

New Objective Delete Objective Print

Save Customer Detail Comp Assess Comments Check Labor Market Information

Staff: Heil, Kathleen Office: Div of E and T Trade Readj Act Unsaved Changes Security: Delete 11/09/2016

An individual will not have to exit the WLL in order to receive a positive outcome. In the past, one would have to exit the WLL in order to show Employment, Enter Post-Secondary or attain GED/HSE. This is no longer the case. In order to show any type of positive outcome, Employment and Educational information must be completed using these separate tabs, (Employment Outcomes and Training Outcomes consecutively).

Employment outcomes will continue to be gathered through Wage and Hour Records as long as there is a valid Social Security number, and verifiable employment information.

For all other employment that is not tracked by wage and hour, or if you wish to add records as they become available to you, you would be required to complete all fields as described below for credit to be given and for records to remain accurate.

Manual wage information will be required for all employment not tracked by wage and hour. Only two staff members per office have permission to manually enter wage information.

20. Select tab labeled “**Empl. Outcomes**”

- Click: Click Add Outcome TAB - which will unlock fields
- Enter: All **Green-Dotted** fields.
- Select: Type (use dropdown) and complete Start Date and click SAVE.
- Enter: Employer Name (when available) before Employer Look up
- Click: Employer Lookup and select from list. If not on a list, staff must enter all information.
If found, click on the correct record of employer.
Employer information will then populate the fields necessary.
- Click: SAVE Button when complete

The screenshot shows the 'Empl. Outcomes' tab in a software application. The form is titled 'Employment' and contains various input fields for employment details. A table below the form shows a list of records with columns for Start Date, Employer Name, Employer EIN/ID, and NAICS. The first record is selected with a checkmark.

Employment Form Fields:

- Type: Unsubsidized Employment (dropdown)
- Start Date: 01/02/2019
- End Date: (empty)
- Self Employed: (dropdown)
- Employer EIN/ID: (empty)
- Employer Lookup: (button)
- Employer Name: (empty)
- NAICS: (empty)
- NAICS Lookup: (button)
- City: (empty)
- State: (dropdown)
- Zip: (empty)
- OSOS Job ID: (empty)
- External Job ID: (empty)
- Supervisor: (empty)
- Seeker Service ID: (empty)
- Employment Services: (button)
- Audit: (button)
- Manual Wages: (button)

Characteristics (dropdowns):

- Training Related
- Non-Traditional
- Hired By Layoff
- FCJL Job
- Work Based Training
- Disaster Relief
- UI Covered
- Fringe Benefits

Table:

	Start Date	Employer Name	Employer EIN/ID	NAICS
<input checked="" type="checkbox"/>	01/02/2019			

Buttons:

- Add Outcome
- Delete Outcome
- Outcome Details
- Print List
- Save
- Customer Detail
- Comp Assess
- Comments
- Check Labor Market Information

21. Select tab labeled “Trng. Outcomes”

Click: Click Add Outcome Button - which will unlock fields

Enter: All Green-Dotted Fields

- Category - click on dropdown arrow and select ex. (Secondary Education)
- Type - click on dropdown arrow and select ex. (GED or HS Equivalency)
- Enroll Date - Type in Box (Start of WLL Service) ex. 1/01/2018
- Complete Date (End of service) ex. 06/30/2018 if known
- Attainment Status - click on dropdown and select status accordingly
- Leads to Cred. /Empl. - Not Green dotted - a yes/no is helpful

Click: SAVE button when complete

Enter: All remaining fields as information becomes available and Click Save Tab.

The “Leads to Credential and Attainment Status” together determine Credential Attained.

Training/Education

Category: Secondary Education
 Type: GED or HS Equivalency
 Enroll Date: 01/01/2018 Completion Date: 06/30/2018
 Attainment Status: Completed - attained intended credential
 Leads to Cred./Empl.:
 Major/Program:
 Degree/Cert./Cred.:
 School/Institute:
 Seeker Service ID:
 Training Services

Created

Staff: Novatin, Jacqueline
 Office: Newark 1-Stop Career C
 Date: 01/26/2019

Last Modified

Staff: Novatin, Jacqueline
 Office: Newark 1-Stop Career C
 Date: 01/26/2019

	Type	School/Institute	Enroll Date	Attainment Status
<input checked="" type="checkbox"/>	GED or HS Equivalency		01/01/2018	Completed - attained intended credential

Add Outcome Delete Outcome Outcome Details Print List

Save Customer Detail Comp Assess Comments Check Labor Market Information

A second outcome can be added to show customers that go on to advanced training. In this case, the “Enrollment Date” would be after the date of exit from the WLL. The “Completion Date” would be left blank. (See next clip)

<< < Achievement Objectives Services Service History Enrollments Outcomes Empl. Outcomes **Trng. Outcomes** Comments A > >>

Training/Education

Category: Occ Skills/Advanced Training
 Type: Occupational Skills Certificate
 Enroll Date: 07/01/2018 Completion Date:
 Attainment Status: In Process - intended credential pending
 Leads to Cred./Empl.: Yes
 Major/Program:
 Degree/Cert./Cred.:
 School/Institute:
 Seeker Service ID:
 Training Services

Created

Staff:
 Office:
 Date:

Last Modified

Staff:
 Office:
 Date:

Type	School/Institute	Enroll Date	Attainment Status
<input type="checkbox"/> GED or HS Equivalency		01/01/2018	Completed - attained intended credential
<input checked="" type="checkbox"/> Occupational Skills Certificate		07/01/2018	In Process - intended credential pending

Add Outcome Delete Outcome Outcome Details Print List

Save Customer Detail Comp Assess Comments Check Labor Market Information

22. Select tab labeled "Trng. Outcomes"

Click: Click on **Training Services** button (as seen above across from Seeker Services I.D.)

If available, services will appear on a separate Training Services page (as seen below)

Click: Check off NJDOL Workforce Learning Link most recent service

Click: Click on Ok (This will bring you back to Training/Outcomes Tab)

Training Services -- Webpage Dialog

Training Services

Service ID	Provider Name	Service Name	Actual Start Date	Actual End Date	Prog Svc Type
<input checked="" type="checkbox"/> 2905374	NJDOL Workforce Learning Link	Paterson OSCC - ESL	09/18/2017		Individualized Career Services

OK Cancel

23. Training Outcomes Details:

- Click: Click on Training Outcome Details Tab (Type, Enroll Date, Completion Date if complete will self-populate)
- Click: Click on Add Button Below - which will unlock fields
- Enter: All **Green-Dotted** Fields
- Effective Date is most important (Back date as necessary- can use enroll date/date of attainment)
 - Still Enrolled- Click on Yes/No
- Click: Skills Gain / Type (drop down box) and click ok at bottom
- Enter: All remaining fields as information becomes available click ok.
- (This will bring you back to Training/Education Page and Then Click SAVE TAB)

Training Outcome Details

Type: Occupational Skills Certificate

Enroll Date: 07/01/2018 Completion Date:

Effective Date: 01/20/2019 Still Enrolled?: Yes

Hours Per Week: Part Time Salary: Salary Unit:

Skill Gain

Type:

Contact Info

Date: Name: Role: Method:

Attachment

Upload Download Delete

Notes

Audit

	Effective Date	Still Enrolled?	Skill Gain Type
<input type="checkbox"/>	10/15/2018	Yes	
<input checked="" type="checkbox"/>	01/20/2019	Yes	-

Add Delete Print List

Ok Cancel

24. Select tab labeled “Participant Placement Information”

- Click: Add Tab below

Enter: All Employer information as possible including; Hourly Wage, Hours Per week and Job Title

Click: SAVE button when complete

The screenshot shows the 'ParticipantPlacement' form for Jane Literacy. The form is part of a larger application with tabs for CUSTOMER, PROVIDER, EMPLOYER, STAFF, and HELP. The 'EMPLOYER' tab is active. The form displays the following information:

- Customer Search:** Literacy, Jane
- SSN:** ***-**-1122
- OSOS ID:** NJ006649833
- ParticipantPlacement Table:**

Employer	Start Date
<input checked="" type="checkbox"/> Computers R Us	11/09/2016
- Employer Details:**
 - Employer Name: Computers R Us
 - Employer Address: 123 Candy Lane, Trenton, NJ 08625
 - Employer Phone Number: 609-555-5555
 - Start Date: 11/09/2016
 - Hourly Wage: 15
 - Hours Per Week: 40
 - Job Title: Computer Sales
 - 90 Day Retention: ☐

Buttons at the bottom include: Add, Delete, Print List, Help, Print Record, Audit, Save, Customer Detail, Comp Assess, Comments, Check Labor Market Information.

Footer: Staff: Heil, Kathleen | Office: Div of E and T Trade Readj Act | Security: Delete | 11/09/2016

FOR ADDITIONAL INFORMATION

Program-related questions may be directed to:

- Jonathan Cohen, WLL Coordinator (609) 292-9722 Jonathan.Cohen@dol.nj.gov
- Danielle Jubanyik, Program Coordinator (609) 292-6640 Danielle.Jubanyik@dol.nj.gov

AOSOS-related questions may be directed to:

- Jacqui Novatin, Administrative Analyst II, DP (609) 777-3204 Jacqueline.Novatin@dol.nj.gov

New Jersey Department of Labor and Workforce Development

Adult Education & Literacy

New Jersey Assessment Policy

*Adult Basic Skills/English Language Acquisition
Workforce Innovation and Opportunity Act, Title II
Adult Education and Family Literacy Act*



Standardized Testing Policy Guidelines

Revised December 2017 for use July 1, 2018 – June 30, 2019

New Jersey Department of Labor and Workforce Development
Adult Education and Literacy
State Assessment Policy

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SECTION I: INTRODUCTION AND CONTEXT

A. Need for the State Assessment Policy

New Jersey provides and requires assessments to measure the achievement of literacy and language skills for adult students and ties achievement to quality and performance. The passage of the Adult Education and Family Literacy Act (AEFLA) in 1998 placed a focus on the development of an accountability system for Adult Education. As a result, the National Reporting System (NRS), an outcome based reporting system, for the State-administered, federally funded adult education program, was developed to meet the requirements for program accountability. The NRS guidelines mandate that the only way a program can report educational gain is by demonstrating that a student has moved from one NRS level to the next based on their standardized assessment scores.

In addition, a comprehensive performance accountability system is required by the Workforce Innovation and Opportunity Act (WIOA) of 2014 (P.L. 113-128). The assessments used in New Jersey were chosen for reliability and validity as an accurate way to measure student progress. The assessment policy standardizes the process of determining student progress and completion of Educational Functioning Levels (EFLs). Every funded program is responsible and held accountable for the integrity of the data entered into the State's management information system – Literacy Adult Community Education System (LACES).

The NRS (www.nrsweb.org) EFLs are determined using approved standardized assessments (TABE, TABE CLAS-E, BEST Plus 2.0, BEST Literacy, GAIN, and CASAS). All students are placed into an appropriate EFL as determined by the standardized assessments chosen by the State. A subsequent post-test shows students' progress. Results of the pre- and post-test data determine the state's performance targets negotiated annually with the United States Department of Education's Office of Career, Technical and Adult Education (OCTAE), professional development planning, and the need for program improvement.

B. Purposes and Uses of Assessment

In addition to using required standardized assessments for NRS reporting and accountability, programs use assessments for instructional purposes. Assessment data should be used to inform program evaluation and instructional design to better meet the needs of students and instructors. Programs are encouraged to supplement standardized assessments with instructional-based, portfolio-based, employment/career-based, and/or teacher-created assessments. Quality assessment data plays a major role in many areas to:

1. Inform students about skill levels and place them in the most appropriate instructional program;
2. Help students determine short and long term goals;
3. Use information as a diagnostic guide to instruction;
4. Pre- and post-test to record progress and demonstrate EFL completion;
5. Plan and develop professional development activities; and

6. Manage program improvement and planning and assess comparability across local programs.

Another purpose of assessment is to assist students in exploring their strengths and weaknesses and developing an understanding of where their strengths lie and what areas may need further development to obtain employment, attain their High School Equivalency (HSE), or enter postsecondary education or vocational/occupational training. A full assessment profile includes background on work and educational experiences, interests, motivation/drive and outside support needs.

The assessment process includes testing along with a collection of other information, including the student's life, work, and educational experiences, their educational and employment goals, and their current support needs. An interview should be conducted with the student by program intake personnel and/or by the student's teacher. States must report to NRS/OCTAE the required measures on all students who receive 12 or more hours of instruction funded through WIOA Title II AEFLA.

C. Summary and Overview

All tests approved by the state of New Jersey for use in Adult Education and Literacy programs are selected from those approved by the NRS. These standardized tests are designed to assess learning along a continuum from beginning literacy and English language acquisition through completion of secondary level skills. Programs should select the test instrument based on the student's goals and the instructional focus of the program.

General assessment practices include pre-test and post-test procedures and appear in Section II of this document. Data quality control is also addressed in Section II. Section III describes each approved instrument for use in New Jersey with information concerning locators, parallel forms, minimum and recommended hours between pre- and post-testing, test administrator training, accommodations, and administration and scoring procedures.

D. Resources for Information and Assistance

- Individuals requiring information on training for assessments should contact Danielle Jubanyik, Ed.D., Professional Development Coordinator, at 609-292-6640 or Danielle.Jubanyik@dol.nj.gov.
 - Individuals requiring information or assistance related to the assessment policy should contact Cheyenne Frenz at 609-633-8135 or Cheyenne.Frenz@dol.nj.gov.
1. For specific or additional information about **TABE** assessments or to order TABE products, contact Data Recognition Corporation at 800-538-9547, ShelfCustomerService@DataRecognitionCorp.com, or www.tabetest.com.
 2. For specific or additional information about **BEST** assessments or to order BEST products, contact Center for Applied Linguistics (CAL) at 866-845-2378, Option 1 or www.cal.org.
 3. For specific or additional information about **GAIN** assessments or to order GAIN products, contact Wonderlic, at 877-605-9496 or www.wonderlic.com.
 4. For specific or additional information about **CASAS** assessments or to order CASAS products, contact CASAS at 800-255-1036, casas@casas.org, or www.casas.org.

SECTION II: GENERAL ASSESSMENT REQUIREMENTS

A. Assessments Permitted

Approved assessments in New Jersey are:

- Tests of Adult Basic Education (**TABE 11 and 12**) (Literacy/English Language Arts and Mathematics) – approved for use on paper and through a computer-based delivery format through September 6, 2024 for *Adult Basic Education (ABE)* and *English Language Acquisition (ELA)* students.
- Tests of Adult Basic Education (**TABE 9 and 10**) (Reading, Math, and Language) or **TABE Survey** – approved for use on paper and through the computer-based delivery format through June 30, 2019 for *ABE*, and *English Language Acquisition (ELA)* students.
- TABE Complete Language Assessment System – English (**TABE/CLAS – E**) (Listening, Speaking, Reading, and Writing) – forms A and B are approved for use on paper through June 30, 2019 for *ELA* students.
- Basic English Skills Test (**BEST Plus 2.0**) (Speaking and Listening Skills) – forms D, E, and F are approved for use on paper and through computer-adaptive delivery format through February 2, 2019 for *ELA* students.
- Basic English Skills Test (**BEST Literacy**) (Reading and Writing Skills) – forms B, C, and D are approved for use on paper through June 30, 2019 for *ELA* students.
- General Assessment of Instructional Needs (**GAIN**) Test of English Skills (English/Reading) - forms A and B are approved for use on paper and through the computer-based delivery format through June 30, 2019 for *ABE* students.
- General Assessment of Instructional Needs (**GAIN**) Test of Math Skills – forms A and B are approved for use on paper and through the computer-based delivery format through June 30, 2019 for *ABE* students.
- Comprehensive Adult Student Assessment Systems (**CASAS**) – **Reading Assessments (Life and Work, Life Skills, Reading for Citizenship, Reading for Language Arts-Secondary Level)** – forms 27, 28, 81, 82, 81X, 82X, 83, 84, 85, 86, 185, 186, 187, 188, 310, 311, 513, 514, 951, 952, 951X, and 952X are approved for use on paper and through the computer-based delivery format through June 30, 2019 for *ABE* and *ELA*.
- **CASAS – Life Skills Math Assessments - Application of Mathematics (Secondary Level)** - forms 31, 32, 33, 34, 35, 36, 37, 38, 505, and 506 are approved for use on paper and through the computer-based delivery format through June 30, 2019 for *ABE* and *ELA* students.
- **CASAS – Life and Work Listening Assessments (LW Listening)** – forms 981L, 982L, 983L, 984L, 985L, and 986L are approved for use on paper and through the computer-based delivery format through June 30, 2019 for *ELA* students.

B. Students to be Assessed

All students in adult education programs must be pre-tested using a state-approved standardized test at intake/orientation or within 12 hours of attendance; these 12 hours may include up to 3 hours of assessment time. It is recommended that pre-testing be done in multiple subject areas. Pre-testing in multiple subject areas is beneficial for guiding instruction as well as for improved performance outcomes.

***Beginning July 1, 2017 programs will receive credit for students making an EFL gain in any level-defining subject area. *The exception to this recommendation would be if a student specifically requests to only study one subject area as determined through the case management process.*

C. Assessment of Distance Learning Students

Students enrolled in distance learning classes must be assessed according to the same policies and procedures as students who are not enrolled in distance learning classes. All assessments for distance learning students shall be administered face-to-face following the test-publisher's guidelines.

D. Pre-testing

1. Student Orientation to Testing Procedures, Purposes, and Results

The testing process should be transparent and explained in advance to students. Before testing, students should be told why they will be tested and what the test results will be used for. Students should quickly know their scores. It is important to let them know when they will have their results and that the meaning of those results is explained.

2. Educational Functioning Level (EFL) Placement

In LACES, students are tracked according to their lowest EFL and populated on NRS Table 4 in that EFL unless a local staff member manually changes the subject area. However, beginning July 1, 2017 programs will receive credit for students making an EFL gain in *any* of the level-defining subject areas if scores are entered into LACES. These levels are used to determine educational gains in post-tests for federal reporting.

3. Baseline for Returning Students

A returning student's post-test can be pushed forward and considered a pre-test provided the interim does not exceed 6 months. *All subject areas should be pushed forward.* Re-testing is an option if staff believe it would be in the best interest of the student.

E. Post-testing

1. Post-test Rate

Programs are required to post-test a minimum of 60% of their students with the exception of students who pre-tested at ASE High. No progress test is available if the student places in ASE High upon program entry that will result in an educational functioning level gain. The *educational*

outcome/Measurable Skills Gain (MSG) for students testing at the ASE High level is passing an HSE exam. In addition, if a student entering a program at *any* EFL takes and passes an HSE exam, the student will populate NRS Table 4 as having achieved a MSG. Although New Jersey requires a 60% post-test rate, it is recommended that *all* students meeting the minimum numbers of hours needed for post-testing be tested during the program year.

Devising an effective testing schedule is critical to program success. Being able to post-test a high percentage of students is important for two reasons. First, post-test scores determine educational gain, which is an important NRS measure. Second, the percentage of students post-tested is also used to measure student retention. A low percentage may indicate that a program is unable to retain its students long enough for them to be post-tested.

2. Minimum Hours between Pre- and Post-Test

Students may not be post-tested until they accrue *at least* the minimum hours of instruction established by the test publisher. Students may accrue hours in excess of the minimum hours of instruction. A movement up from one EFL to the next in any subject area being tracked in LACES will be shown as a positive outcome on the federal report.

3. Required Instructional Hours Between Pre- and Post-Tests

TABE 9 and 10: 40 hours minimum for ABE students, 50-60 hours recommended

30 hours minimum for ASE students, 30-59 hours recommended

TABE 11 and 12: 40 hours minimum for ABE students, 50-60 hours recommended
30 hours minimum for ASE students, 30-59 hours recommended

TABE CLAS-E: 40 hours minimum, 50-60 hours recommended

GAIN: 60 hours minimum

BEST Plus 2.0: 60 hours minimum, 80-100 hours recommended

BEST Literacy: 60 hours minimum, 80-100 hours recommended

CASAS: 40 hours minimum, 70-100 hours recommended

4. Exception to the Minimum Number of Hours between Pre- and Post-Test

In limited cases, *as an exception*, not a program rule, students who have a valid pre-test and have indicated that they must leave the program before receiving the test publisher recommended minimum number of hours of instruction for post-testing may be

administered a post-test if at least 30 hours of instruction has occurred (20 hours for ABE Level 5 and 6 students who have taken TABE) and; the instructor has reasonable evidence to

suggest that a post-test will result in an educational gain. A note must be entered into the student's comments folder in their LACES record for auditing purposes.

F. Training for Administering Assessments

New Jersey requires that test administrators be properly trained before administering standardized assessments. All programs must comply with all training requirements established by the publishers of the assessment instrument, including education and other minimum requirements. Local programs can train their staff as test administrators through the test publisher or by contracting with a certified or qualified test administration trainer.

Programs must maintain at least one test administrator for each test instrument in use at the program and should develop a plan to determine how many testers are required to pre- and post-test the maximum number of students efficiently and effectively. Programs are responsible for maintaining records of staff trained to administer tests in their programs. These records must be readily available for monitoring and audit purposes.

G. Accommodating Students with Disabilities or Other Special Needs

Testing accommodations provide students with disabilities an opportunity to demonstrate their skills and abilities without interference from sensory, motor, language, or psychological skills caused by the disability itself. Accommodations may alter the conditions for administering the test such as changes in timing, setting or responding, or they may change the format of the test such as use of a Braille version or text enlarger. Appropriate accommodations meet the needs of students without changing what a test is intended to measure.

The accountability standards in WIOA include the Rehabilitation Act Amendments of 1998. WIOA, effective, July 2015, focuses on students most in need, such as students with a low level of literacy skills, ELA students, and those with disabilities. Reasonable accommodation has long been recognized as an essential component of the testing process. Further, it is legally mandated under the Americans with Disabilities Act (ADA).

While the ADA does not define reasonable accommodation, it provides a list of examples of what might constitute a reasonable accommodation. With respect to testing, the ADA requires that tests be given to students with impaired sensory or manual skills in a format and manner that minimize the impact of any impaired skill on the test results, unless the test is designed to measure that particular skill. Once it has been determined that the test taker has a disability that is covered by the ADA, the test administrator should initiate discussion with the test candidate to help identify an appropriate and reasonable accommodation.

Students with documented disabilities who require accommodations may request assessment instruments in alternative formats and alterations in test administration procedures. Documented disabilities mean that the individual can present a formal document provided by a qualified professional (physician, educational counselor, psychologist, special education teacher, or a rehabilitation counselor) such as a doctor's report, a diagnostic assessment, or other formal record of disability that includes a diagnosis of the disability, whether it is a medical, psychological, learning, developmental, and/or attention deficit disorder. Test administrators must follow accommodation guidance provided by the test publisher. It is

important to note that not all students with disabilities will need testing accommodations. ****Programs should contact the specific test publisher should they have questions regarding accommodations.***

H. Quality Control Procedures

1. Test Security

- a) The local program's operational procedures must address test security.
- b) Questions or answers that appear on any test may not be used for instruction.
- c) Assessment materials must be safeguarded, including test administration manuals, actual student paper-based or electronic tests, and answer sheets that contain marks or responses or student digital test results.
- d) If test materials become defaced or not usable, contact the publisher for instructions for disposal.
- e) No duplication of any test form or any portion of any test form is permitted unless explicit permission to do so is in writing from the test publisher. Reproducing test materials is a violation of federal copyright law.
- f) Program staff must adhere to all test security procedures and policies provided by the test publisher.
- g) Original score sheets from test and/or electronic score reports with results of student' pre- and post-test scores must be stored and/or backed up on appropriate media or printed out and filed in hard copy and be available for local, state, and federal monitoring.
- h) Test administrators must remain in the testing room throughout the entire test session to ensure that students follow all testing rules. Examinees must refrain from talking during the test session or seeking help from other students in any way, including the use of electronic devices.

2. Error-Checking and Quality Control - Identifying Missing and Inaccurate Data

Programs must have procedures for checking data for completeness and accuracy following a schedule with clear deadlines. An appropriate number of staff should be assigned to perform these data checking functions. Staff assigned to these duties should review all data forms as soon as possible for completeness and accuracy. To do their job effectively, these staff members must have access to all staff – teachers, intake staff, counselors, and administrative staff – and have the authority to obtain cooperation.

3. Ongoing Training for Data Collection

Lead agency and partner agency program directors are required annually to be up-to-date on NRS policy, accountability policies, data collection processes, definitions of measures, Notice of Grant Opportunity information, State Policies, Contract requirements and on assessment administration. *Quality data collection procedures will result in valid and reliable data only if staff understand and follow them.* Therefore, part of the program's data collection process must include training of all data

collection staff on their roles and responsibilities, as well as the importance of data collection. Teachers should also have a basic understanding of data reporting requirements. Programs are responsible for providing basic LACES and data collection training for all staff.

Technical assistance is available by completing the LACES User News page *Technical Support Form*, or via email at helpdesk@literacypro.com or by phone at 888-714-9464. In addition, the State contracts with LiteracyPro to provide several levels and types of LACES training each program year, including “How well do you know WIOA?” and LACES Targeted Training focused on, and specific to each consortiums’ strengths and weaknesses and Technical Assistance.

4. Clear and Timely Data Entry Procedures

Program procedures for data entry should specify at least one person whose job is to enter the information from forms into LACES. All staff members should know this person’s role and he or she should have the authority to request clarification or resolution of errors. In addition, data entry should be scheduled at frequent, regular intervals – such as daily, weekly, or bi-weekly. All data should be collected and entered at least on a bi-weekly basis, with no more than a two-week delay between actual activity and activity reported in LACES. Without frequent data entry, not only will there be a backlog of forms to enter, but programs may not become aware of errors and missing data until it is too late to correct them. Part of the data entry procedure should also include a prompt, organized way to identify and resolve errors.

SECTION III: GUIDELINES FOR EACH ASSESSMENT

A Brief Description for each Approved Assessment is provided in this Section.

A. Tests of Adult Basic Education (TABE) 9 & 10 and 11 & 12

TABE 9 & 10 and 11 & 12 are NRS approved assessments for Adult Basic Education NRS Levels 1-4 (ABE, Grade levels 0 – 8) and Adult Secondary Education NRS Levels 5 and 6 (ASE, Grade Levels 9 – 12) students. TABE subject areas are Reading, Math and Language. TABE 11 & 12 predicts how students may perform on the Test Assessing Secondary Completion (TASC) High School Equivalency Test (HSE) and measures the skills adults need to succeed on the job and in life. **The TABE 11 & 12 is 100% aligned to the new College and Career Readiness Standards.*

The TABE is composed of various skill areas or levels. The levels are:

- Literacy (L)
- Easy (E)
- Medium (M)
- Difficult (D)
- Advanced (A)

The TABE 9 & 10 Survey offers all of the levels above with the exception of Literacy (L). The Survey tests the same content areas as the Complete Battery, though diagnostic information is less detailed.

1. TABE Locator

Programs must use the TABE Locator Test to determine the correct level of each test to be administered. *The Locator test is lengthened slightly for TABE 11 & 12 to make it more predictive in placing students into the new TABE 11 & 12.*

2. Parallel Forms

TABE 9 & 10 has parallel forms, Forms 9 and 10, which must be used alternately to ensure valid results when re-testing the same student. A different form from that of a pre-test should be administered as a post-test.

TABE 11 & 12 also has parallel forms, Forms 11 and 12, which must be used alternately to ensure valid results when re-testing the same student. A different form from that of the pre-test should be administered as a post-test.

3. Minimum Hours between Pre- and Post-test

For all EFLs except ASE (NRS Levels 5 and 6), post-testing should occur after a minimum of 40 hours; for ASE (NRS Levels 5 and 6) post-testing should occur after a minimum of 30 hours. *In rare and limited cases*, ABE students may be tested after 30 hours of instruction and ASE (NRS Levels 5 and 6) students may be tested after 20 hours of instruction. Please see Section II Post-Testing on page 5, for detail regarding the post-testing exception.

4. Test Administrator Training

All staff administering the TABE must be trained before administering the test. The local program is responsible for maintaining a record of all staff trained to administer the TABE.

5. TABE Accommodations for Students with Disabilities

The purposes of modern educational assessment now extend beyond examinee-to-examinee comparisons under uniform conditions, and the inclusion of all examinees in educational assessment has become highly valued and required by law. Data Recognition Corporation (DRC) advocates and has adopted an approach to standardization that recognizes inclusiveness and accommodation as equally important, non-conflicting characteristics of modern assessment practice. DRC's norm group includes those examinees able to participate in the test administration with or without accommodations. TABE outlines a framework with assessment accommodations in three categories. These are not intended to be exhaustive, nor are the classifications of accommodations meant to be definitive. The classification of an accommodation may change for a particular test or subject area and may vary for different item types, such as selected-response and constructed-response.

➤ Category 1 Accommodations

Example - take the test alone or in a study carrel. This and similar accommodations comprise Category 1. These accommodations are not expected to affect the interpretation of individual examinee criterion- or norm-referenced scores. Both individual results and summaries can be treated in the same manner as those for examinees who do not use accommodations. Individual examinee scores can be interpreted directly, and examinee scores can be included in aggregate score reports with special notation of the accommodations.

Category 1 accommodations

Presentation

- Use visual magnifying equipment
- Use a Large Print edition of the test
- Use audio amplification equipment
- Use markers to maintain place

Response

- Mark responses in test book
- Mark responses on Large Print answer document
- For selected-response items, indicate responses to a scribe
- Record responses on audiotape (except for constructed-response writing tests)
- For selected-responses items, use sign language to indicate responses
- Use a computer, typewriter, Braille writer, or other machine (e.g. communication board) to respond
- Use a template to maintain place for responding
- Indicate responses with other communication devices (e.g., speech synthesizer)

Setting

- Take the test alone or in a study carrel
- Take the test with a small group or different class
- Take the test at home or in a care facility (e.g., hospital) with supervision
- Use adaptive furniture
- Use special lighting and/or acoustics

Timing/Scheduling

- Take more breaks (Note: breaks should not result in extra time for testing or opportunity to study information in a test already begun)
- Have flexible scheduling (e.g., time of day, days between sessions), which should not result in extra time for testing or opportunity to study information in a test already begun

➤ **Category 2 Accommodations**

Example of a Category 2 Accommodation: Use extra testing time for any timed test.

The accommodation “Use extra testing time” may have an effect on examinee performance, which should be considered when interpreting examinee scores. Category 2 includes accommodations that may affect the interpretation of individual examinee criterion- and norm-referenced scores. DRC recommends that individual examinee scores obtained with Category 2 accommodations be interpreted in light of the accommodation(s) used.

Category 2 Accommodations

Presentation

- Have directions read aloud
- Use a tape recording of directions
- Have directions presented through sign language
- Use directions that have been marked with highlighting
- Have stimulus material, questions, and/or answer choices read aloud, except for a reading comprehension test
- Use a tape recorder for stimulus material, questions, and/or answer choices, except for a reading comprehension test
- Have stimulus material, questions, and/or answer choices presented through sign language, except for a reading comprehension test
- Use communication devices (e.g., text-talk converter), except for a reading comprehension test
- Have a computer presentation of a test that is not otherwise available for computer presentation
- Use a calculator or arithmetic tables, except for a mathematics computation test

Response

- Use graph paper to align work

- Use a spell checker, except with a test for which spelling will be scored
- For constructed-response items, indicate responses to a scribe, except for a writing test

Timing/Scheduling

- Use extra time for any timed test
- Take more breaks (Note: breaks may result in extra time for any timed test)
- Extend the timed section of a test over more than one day, even if extra time does not result
- Have flexible scheduling that results in extra time

➤ Category 3 Accommodations

Category 3 accommodations are likely to change what is being measured and have an effect that alters the interpretation of individual criterion- and norm-referenced scores. This occurs when the accommodation is closely related to the knowledge, skill, or ability being measured (e.g., having a reading comprehension test read aloud). In the absence of research demonstrating otherwise, criterion- and norm-referenced test scores and any consequences or decisions associated with them should be interpreted not only in light of the accommodation being used, but also in light of how the accommodation(s) may alter what is measured.

Example Category 3 Accommodation: Use a calculator for a mathematical computation test.

The accommodation “Use a calculator for a mathematics computation test” may have an effect on examinee criterion- and norm-referenced scores and may change what is being measured. Consider the skills the examinee must demonstrate to solve the following problem without a calculator:

Subtract: 3,438 – 2,954 =

An examinee taking the item under default conditions, without a calculator, must demonstrate the ability to subtract and apply the concept of “regrouping”. An examinee using a calculator does not need to apply the concept of “regrouping” but instead must demonstrate the ability to perform subtraction on a calculator. The skill measured by this item is clearly different for examinees using a calculator than for those who do not, and both criterion- and norm-referenced scores must be interpreted accordingly.

Most Category 3 accommodations are specific to the test content. DRC recommends caution when interpreting individual examinee scores obtained using Category 3 accommodations. Score interpretations should consider the accommodation-assessment combination and whether the accommodation(s) will change what is being measured.

Presentation

- Use Braille or other tactile form of print
- On a reading comprehension test, have stimulus material, questions, and/or answer choices presented through sign language

- On a reading comprehension test, use a tape recording of stimulus material, questions, and/or answer choices
- Have directions, stimulus material, questions, and/or choices paraphrased
- For a mathematics computation test, use a calculator or arithmetic tables that change the construct being measured
- Use a dictionary when language conventions are assessed

Response

- For a constructed-response writing test, indicate responses to a scribe
- For a test for which writing will be scored, use a spell checker
- Use a dictionary to look up words on a writing test

For detailed information on TABE administration and accommodations please review the **TABE Guidelines to Inclusive Testing Accommodations**

http://tabetest.com/PDFs/TABE_Guidelines_to_Inclusive_Testing_2017.pdf or contact the test publisher directly. The evolution of inclusive testing practices has challenged traditional definitions and approaches to standardizing and norming educational tests. As schools and agencies continue to adopt inclusive test administration as standard practice, it is appropriate for publishers of educational assessments to adopt standardization and reporting practices that are more inclusive and informative. DRC urges using the accommodations guidelines and exercising professional care in developing policy and interpreting test results.

6. Administering and Scoring the TABE

TABE may be administered individually or in a group setting and may be administered in either paper and pencil form or by computer (TABE Online or TABE-PC). TABE is either locally hand-scored, machine scored, or scored with TestMate TABE software. Regardless of the type of administration, the raw scores must be converted to Scale Scores before entering score information into LACES. TABE provides a Norms book for paper and pencil scoring to convert the raw score or number correct into a Scale Score. The Norms book is divided into sections for each form and by subject areas. With the number correct, testers can locate the scale score. Testing times for each subject area for the *TABE 9 & 10 Complete Battery* are as follows: 50 minutes for Reading, 24 minutes for Math Computation, 50 minutes for Applied Math, and 55 minutes for Language. Testing times for each subject area for the *TABE Survey 9 & 10* are as follows: 25 minutes for Reading, 15 minutes for Math Computation, 25 minutes for Applied Math, and 25 minutes for Language.

TABE 11 & 12 will only be one length. Each subject area test will be approximately 40 questions per section. Math will only be one test, not a separate Math Comp and Applied Math as *TABE 9 & 10* has.

B. TABE Complete Language Assessment System – English (TABE CLAS-E)

TABE CLAS-E provides teachers with a reliable, easy-to-use system that accurately identifies the instructional needs of English Language Acquisition (ELA) students. TABE CLAS-E assesses English proficiency levels to accurately measure students' reading, listening, writing, and speaking skills. The optional speaking test gives teachers maximum flexibility in how they assess their students. The test formats include multiple-choice and constructed-response items that address a wide range of language skills. Test items include realistic illustrations, contextualized reading passages, and contexts encountered at home, in the community, and in the workplace.

1. TABE CLAS-E Locator

A short locator must be given to ensure that ELA students start with the appropriate assessment level. The Locator Test includes an oral interview and additional multiple-choice items representative of the skill areas assessed in the four test levels.

2. Parallel Forms

Pre- and post-tests are available at four levels to ensure that students test within the correct range for their abilities. TABE CLAS-E has two parallel forms, Forms A and B which must be used alternately to ensure valid results when re-testing the same student. A different form from that of the pre-test should be administered as a post-test.

3. Minimum Hours between Pre- and Post-test

Post-testing should occur after a minimum of 40 hours of instruction.

4. Test Administrator Training

All staff administering the TABE CLAS-E must be trained before administering the test. The local program is responsible for maintaining a record of all staff trained to administer the TABE CLAS-E.

5. TABE CLAS-E Accommodations for Students with Disabilities

The purposes of modern educational assessment now extend beyond examinee-to-examinee comparisons under uniform conditions, and the inclusion of all examinees in educational assessment has become highly valued and required by law. Data Recognition Corporation (DRC) advocates and has adopted an approach to standardization that recognizes inclusiveness and accommodation as equally important, non-conflicting characteristics of modern assessment practice. DRC's guidelines for inclusive test administration are intended to facilitate the valid interpretation of individual examinee results and valid comparisons of year-to-year and group-to-group summary data. They do not address the entire range of issues that must be considered when testing examinees who have Limited English Proficiency (LEP) or who are classified as English Language Learners (ELL).

TABE CLAS-E provides large-print editions to accommodate students with special needs:

- Large-Print Edition Locator Test
- Large-Print Edition Language Proficiency Tests, Forms A and B
- Expository Writing Folios are incorporated in Large-Print Edition Test Books

Additional information can be obtained by contacting the test publisher directly or at [TABE Guidelines to Inclusive Testing Accommodations](#).

6. Administering and Scoring the TABE CLAS-E

TABE CLAS-E delivers number correct and scale scores for each skill area. The Reading (25 minutes), Listening (20 minutes) and Writing (47 minutes) skill areas consist of 75 items and take approximately 92 minutes. The optional Speaking skill area is administered individually and consists of 16 items and takes approximately 15 minutes per student. Please note that a student can only achieve an NRS ESL Level 6 on a TABE CLAS-E Level 4 test. The language demands in lower level TABE CLAS-E tests are not sufficiently difficult to reach the “Advanced ESL” (NRS ESL Level 6) functioning level. If a student scores at NRS Level 6 upon the first administration of the TABE CLAS-E Level 4 test, but has not reached the exit score, the student may still show gain if they meet the exit criteria on a second administration. However, if the student scores at the exit criterion or above on the first administration, a higher NRS ESL level could not be obtained on the second administration. In such cases, a different ESL assessment should be given or an ABE assessment should be given. Program staff must convert the number correct to the scale score for each sub-test and enter a scale score into LACES. Examiners can automatically scan, score, and report results quickly and accurately. Tests can also be scored manually by using stencils, the Scoring Tables book and the Individual Diagnostic Profile.

C. Basic English Skills Test (BEST Plus 2.0)

The BEST Plus 2.0 is an individually administered face-to-face adaptive oral interview designed to assess the English proficiency of adult English language learners (ELLs) that measures the full range of proficiency levels represented in adult education programs. The examinee’s ability to communicate in English through questions is tied to authentic situations that arise in daily life in the United States such as going to the doctor, getting a job, housing, and community services. The test assesses interpersonal communication using everyday language.

BEST Plus 2.0 is a combined test of listening and speaking skills and is available in two formats: computer adaptive and semi-adaptive print based.

1. BEST Plus 2.0 Locator

- A. In the semi-adaptive print-based version of the BEST Plus 2.0, a quick locator test determines the level of the test form for the examinee. The BEST Plus 2.0 print version includes examinee test booklets (forms D, E, and F) and corresponding picture cue books.
- B. In the computer-adaptive version of BEST Plus 2.0, computer software selects test items appropriate to the examinee’s ability after the locator items have been administered. The BEST Plus 2.0 software is available on USB, which includes the test administration software, score management guide, test transfer program, and practice software.

2. Parallel Forms

The print-based version has three parallel forms (D, E, and F) for pre- and post-testing purposes. Different forms must be used for pre- and post-testing.

3. Minimum Hours between Pre- and Post-test

Post-testing should occur after a minimum of 60 hours of instruction.

4. Test Administrator Training

CAL requires test administrators to complete a six-hour training with a CAL-certified BEST Plus 2.0 trainer and be approved by that trainer to begin administering BEST Plus 2.0. CAL recommends annual refresher training. The local program is responsible for maintaining a record of all staff trained to administer the BEST Plus 2.0.

5. BEST Plus 2.0 Accommodations for Students with Disabilities

Laws such as the Americans with Disabilities Act of 1990 and other related federal, state, and local laws were enacted to guarantee equal opportunity for individuals with disabilities, including those in educational programs. Programs administering BEST Plus 2.0 are responsible for providing accessible services and for ensuring that requests for accommodations are considered and handled in a manner consistent with applicable laws and regulations. Programs and test administrators may provide and allow accommodations in test administration procedures or in the testing environment for individuals with disabilities, provided that the accommodations do not compromise the purpose or results of the test.

The test administrator cannot show the prompts on the screen or in the test booklet to a person with a hearing impairment nor may a sign language interpreter be used. A permissible accommodation for BEST Plus 2.0 would be the use of hearing aids.

Likewise, a test administrator cannot explain the content of a picture cue prompt to a person with a visual impairment. An appropriate accommodation would be the use of a magnifying glass to enlarge the image. BEST Plus 2.0 is not appropriate for use with individuals whose visual impairment prevents them from seeing the picture cue prompts even when enlarged or otherwise enhanced. Skipping picture questions is not a reasonable accommodation for individuals with visual impairments.

Additional information can be obtained by contacting the test publisher directly.

6. Administering and Scoring the BEST Plus 2.0

BEST Plus 2.0 is administered face-to-face for both the computer-adaptive version and the semi-adaptive print-based version. Informative score reports are generated for both the computer and print-based versions using the BEST Plus 2.0 Score Management Software (SMS). The software allows management of the data that reside in the secure, password-protected database used in the BEST Plus 2.0 Test Administration Program. The BEST Plus 2.0 Scores Database stores all data associated with test administrations. The semi-adaptive print-based version does not require a computer at the time of testing, however at least one computer must be available at the time of scoring in order to convert the raw scores from the test booklets into reportable scale scores using the score management software. The

BEST Plus 2.0 takes 5-20 minutes to administer with an average of 6 to 8 minutes depending on the examinee's level of oral proficiency. Higher proficiency speakers usually take longer than speakers with lower proficiency because they are asked more questions and their responses tend to be longer and more complex.

D. Basic English Skills Test (BEST Literacy)

The BEST Literacy is a measurement tool designed to assess reading and writing skills in authentic situations specifically geared for English language learners (ELLs) in the U.S. such as reading dates on a calendar, addressing an envelope, and writing a short personal note.

1. Locator

The BEST Literacy assessment *does not* provide or require a locator test although some adults entering an ELA program may have limited knowledge of written English and will struggle with or be unable to complete a literacy assessment such as BEST Literacy.

2. Parallel Forms

BEST Literacy is available in three parallel forms (B, C, and D) for pre- and post-testing. Use of different forms for pre-testing and post-testing is required.

3. Minimum Hours between Pre- and Post-test

Post-testing should occur after a minimum of 60 hours of instruction.

4. Test Administrator Training

To ensure the accurate use and scoring of BEST Literacy as a standardized assessment, all test administrators should read and follow the instructions in the *BEST Literacy Test Manual* (2008). The local program is responsible for maintaining a record of all staff trained to administer the BEST Literacy.

5. BEST Literacy Accommodations for Students with Disabilities

Laws such as the Americans with Disabilities Act of 1990 and other related federal, state, and local laws were enacted to guarantee equal opportunity for individuals with disabilities, including those in educational programs. Programs administering the BEST Literacy are responsible for providing accessible service and for ensuring that requests for accommodations are considered and handled in a manner consistent with applicable laws and regulations. Program and test administrators may provide and allow accommodations in test administration procedures or in the testing environment for individuals with disabilities, provided that the accommodations do not compromise the purpose or results of the test.

Permissible accommodations related to test administration procedures for BEST Literacy include the use of eyeglasses or magnifying glasses, earplugs, color overlays or rulers. Testing environment accommodations might include frequent breaks or individual administration.

It is not an appropriate accommodation for someone to read the test questions to an examinee with sight impairment, as BEST Literacy is a test of reading, not listening.

Additional information can be obtained by contacting the test publisher directly.

6. Administering and Scoring the BEST Literacy

BEST Literacy can be administered individually or to groups of students in one hour or less. If an examinee pretests into the Advanced NRS level or SPL 8, a different ESL assessment that measures higher reading and writing skills more accurately should be used. Any examinee who falls into this category at the time of pretesting should be re-tested with another appropriate reading and writing adult ESL assessment.

E. General Assessment of Instructional Needs (GAIN)

GAIN is an all-in-one assessment developed by Wonderlic, Inc. It is designed to assess basic English, reading and math proficiency and to streamline and optimize the student and teacher experience. GAIN is an assessment designed for students enrolling in Adult Basic Education (ABE) grade levels 0-8; and Adult Secondary Education (ASE) grade levels 9-12 programs.

1. Locator

A locator test is not needed to administer GAIN.

2. Parallel Forms

The English and Math tests have two forms each, Forms A and B, and are available in paper and pencil and online administration modes. The test items in paper and pencil and online modes are identical and thus facilitate the use of one mode in pre-test situations and the other mode in post-test situations if desired. Different forms must be used for pre- and post-testing.

3. Minimum Hours between Pre- and Post-test

Post-testing should occur after a minimum of 60 hours of instruction.

4. Test Administrator Training

The publisher requires completion of training and certification for all test administrators. Trainees complete and return GAIN Test Administrator Certification Kits to Wonderlic and Wonderlic certifies the trainers. Certification and training for test administrators is available through Wonderlic at no charge. The local program is responsible for maintaining a record of all staff trained to administer the GAIN.

5. GAIN Accommodations for Students with Disabilities

The GAIN Administrator Guide states the following: “A reasonable accommodation should allow the test score to reflect the test taker’s skills rather than reflect the test taker’s impairment, and should allow the test taker with a disability (or disabilities) to demonstrate his or her skills and abilities more

accurately than if no accommodations were allowed. Additionally, a major focus of the ADA is that reasonable accommodations are best addressed only on a case-by-case basis". The GAIN Administrator Guide provides the following examples of reasonable accommodations:

- Providing extra time to complete the GAIN
- Providing rest breaks for test takers
- Assuring that the test site is accessible to a person with a mobility issue

Additional information can be obtained by contacting the test publisher directly.

6. Administering and Scoring the GAIN

GAIN can be administered in either a group or individual setting. Both the English and the Math test take 45 minutes to administer. GAIN can be administered online by computer or in paper and pencil format. The online GAIN report is available immediately after online test completion. The paper and pencil GAIN report is available within minutes using fax-back or template scoring, providing teachers with diagnostic profiles for each student.

F. Comprehensive Adult Student Assessment System (CASAS)

1. Locator/Appraisal

CASAS provides appraisals for paper test booklets. An appraisal test ensures that adult learners start with the appropriate assessment level. CASAS eTests (computerized testing) administers a short locator test that automatically transitions students into the correct pretest option.

2. Parallel Forms

Different forms must be used for pre- and post-testing. Please find detailed information below regarding CASAS approved forms.

- **Reading Assessments (Life and Work, Life Skills, Reading for Citizenship, Reading for Language Arts-Secondary Level)** – forms 27, 28, 81, 82, 81X, 82X, 83, 84, 85, 86, 185, 186, 187, 188, 310, 311, 513, 514, 951, 952, 951X, and 952X are approved for use for **ABE**, **ASE** and **ELA** students.
- **Life Skills Math Assessments - Application of Mathematics (Secondary Level)** - forms 31, 32, 33, 34, 35, 36, 37, 38, 505, and 506 are approved for use for **ABE**, **ASE** and **ELA** students.
- **Life and Work Listening Assessments (LW Listening)** – forms 981L, 982L, 983L, 984L, 985L, and 986L are approved for use for **ELA** students.

3. Minimum Hours between Pre- and Post-test

Post-testing should occur after a minimum of 40 hours of instruction.

4. Test Administrator Training

Each person who gives, scores, or orders CASAS assessments must complete *Initial Implementation Training*. The local program is responsible for maintaining a record of all staff trained to administer CASAS.

5. CASAS Accommodations for Students with Disabilities

Assessment accommodations provide students who have disabilities with an opportunity to demonstrate their skills and abilities without interference caused by the disability itself. Accommodations change the way an assessment is administered or how students may respond to the assessment situation. Appropriate accommodations meet students' needs without changing what a test is intended to measure. It is important to note that not all students with disabilities will need testing accommodations.

The accountability standards in the 2014 Workforce Innovation and Opportunity Act (WIOA) include the Rehabilitation Act Amendments of 1998. WIOA, effective July 2015, focuses on students most in need, such as students with a low level of literacy skills, English language learners, and those with disabilities. Other legislation addresses provisions related to testing accommodations for students with disabilities, including ADA Amendments of 2008, Section 504 in the Rehabilitation Act of 1973, and the Individuals with Disabilities Education Improvement Act of 2004.

Local agencies are responsible for providing fully accessible services and reasonable accommodations for students with documented disabilities. Students with disabilities are responsible for requesting accommodations and for submitting documentation of their disability at the time of registration, program entry, or after diagnosis. The need to use an accommodation should be documented in official student records. The documentation must show that the disability interferes with the student's ability to demonstrate performance on the test. The information can come from a doctor's report, a diagnostic assessment from a certified professional, and other clinical records. Programs can often contact the local division of vocational rehabilitation or a secondary school to request documentation of a disability.

For students with documented disabilities, local assessment staff may provide accommodations in administration procedures, such as allowing extra time, repeating directions, breaking an assessment into two sessions, using a separate room, giving frequent breaks, or providing a sign language interpreter (for test administration directions only). Accommodations in student response may include using a sound amplification device, using a reader and scribe to record answers, using a simple calculator for math, typing on a Braille keyboard, and using speech-to-text software. Additional information can be obtained by contacting the test publisher directly.

6. Administering and Scoring CASAS

Post-tests are administered at the same level or higher, depending on the student's pre-test score. The test publisher recommends an alternate test form within the same test series for post-testing. Additionally, the post-test must be in the same skill area as the pre-test.