

Staffing Systems of Work-Based Learning In New Jersey

| Staff | State or County | Key Roles and Responsibilities |
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| Local Workforce Development Board Staff | County | <ul style="list-style-type: none"> Establish work-based learning strategies that align with broader state, regional, and local plans with Chief Elected Officials and Local Workforce Development Board Procure, establish clear expectations through scopes of work, and provide guidance and oversight of One-Stop Operator and Career Services vendors to operationalize work-based strategies and continuously improve work-based learning offerings |
| One-Stop Operator | External | <ul style="list-style-type: none"> Leverage and organize staff and partners to provide systems of work-based learning opportunities that align with broader service delivery models |
| Employment Services Staff | State | <ul style="list-style-type: none"> Provide on-ramp to variety of services and supports available through One-Stop Career Centers, including to various work-based learning opportunities available through unique partner programs – e.g., Title I, DVRS, WFNJ Align and integrate job matching and other employer-connected activities with broader business services strategies |
| Title I Staff | County | <ul style="list-style-type: none"> Identify good candidates for work-based learning opportunities; integrate work-based learning opportunities into training offerings Customize work-based learning opportunities to meet the needs and interests of individuals and employers |
| Additional One-Stop Partner Staff (e.g., DVRS, WFNJ) | State and County | |
| Business Services Staff | State and County | <ul style="list-style-type: none"> Engage in employer outreach and support the development of employer relationships Customize plans for helping employers to hire and train talent to meet skill needs through various One Stop partner and State programs |
| Fiscal Agent Staff | County | <ul style="list-style-type: none"> Implement financial aspects of work-based learning agreements |

