

The GSETA Monitoring Committee convened to discuss compliance with regulations and performance goals related to private career schools. Kelly O'Neill McGuire opened the session, highlighting the committee's objectives. Lesley Hirsch, Paul Tattory, and Nanci Hiller were invited to this meeting. Lesley Hirsch addressed the vetting process for the training institutions, emphasizing the importance of effective communication and the requirements for inclusion on the Eligible Training Provider List (ETPL), which necessitates approval from various governing agencies.

Lesley Hirsch introduced a new dashboard prototype aimed at providing critical information about training programs, including metrics such as completion rates and employment outcomes. This tool is designed to assist students and decision-makers in evaluating the value of training options. Additionally, Lesley outlined enhancements to the AOSOS system, which will facilitate daily updates on training availability and compliance status, stressing the need for prompt communication regarding credential issues.

The committee engaged in a detailed discussion about the definition and value of credentials in relation to employment. Lesley Hirsch emphasized the need for clarity on what constitutes a credential, while Monica VanPelt noted that some programs, despite lacking formal credentials, can still lead to employment. Mark Vankampen raised concerns about the adequacy of certificates of completion as industry-recognized credentials, and Davidene Alpart highlighted the tension between the necessity of formal credentials and the reality of skill-building. The group acknowledged the importance of aligning training programs with job market needs while ensuring compliance.

The conversation also touched on monitoring policies and practices, with participants sharing their experiences and methodologies. Christy DiLeonardo discussed updates to the monitoring guide and the need for streamlined processes due to an increase in sub-recipient contracts. Yolanda Taylor proposed a session on monitoring best practices at an upcoming summit, while Christian Estevez raised concerns about the clarity of monitoring frequency and practices. The discussion underscored the variability in monitoring approaches among organizations and the importance of adhering to funding source requirements.

GSETA Monitoring Committee Meeting Overview

Kelly O'Neill McGuire opened the August GSETA Monitoring Committee meeting, highlighting the committee's role in compliance and service quality. Lesley Hirsch provided insights into the vetting process for private career schools, referencing New Jersey regulations and the collaborative oversight with the Department of Education. She also addressed the handling of student complaints and the importance of communication between the schools and the committee.

- The process for handling student complaints and the necessary documentation.

Overview of Eligible Training Provider List and Governance

Lesley explained the process for schools to become eligible training providers, which includes demonstrating approval from a governing agency. She noted that many of

these agencies are community colleges or vocational programs, and that schools must align their training with labor demand to receive Individual Training Accounts (ITAs). Additionally, she mentioned the upcoming launch of a consumer report card for training programs.

- Compliance requirements for private career schools and the vetting process.
- The implementation and features of the new consumer report card.

Updates on Training Program Dashboard and Compliance Measures

Lesley Hirsch introduced a prototype of a new dashboard that will streamline information about training programs, including completion rates and employment statistics. The dashboard aims to assist students in making informed decisions about their educational pursuits. Additionally, Lesley discussed the process for removing training providers from the eligible training provider list based on compliance and performance metrics.

- The impact of performance monitoring on training providers and the eligible training provider list.

Updates on AOSOS and Credential Attainment

Lesley Hirsch provided updates on the AOSOS system, which will soon offer real-time notifications about training availability and compliance status. She noted that if schools are pended due to expired credentials, it is crucial for stakeholders to communicate promptly. Additionally, discussions around credential attainment revealed the complexities of determining what constitutes an industry-valued credential, with input from Monica VanPelt regarding the historical context of credential regulation.

Credentialing and Employment Outcomes Discussion

Lesley Hirsch highlighted the importance of understanding the guidance provided by the TEN regarding post-secondary credentials, while Monica VanPelt noted that the framework allows for justifying the value of certain credentials based on employment outcomes. Mark Vankampen countered that foundational programs, such as ServSafe, do not qualify as credentials necessary for employment in their respective fields.

Credential Standards and Clarity in Certification Processes

Lesley Hirsch highlighted the necessity of recognized credentials for accountability in public funding, while Munir Najeeb raised issues regarding the classification of certifications and the potential confusion surrounding them. Kelly O'Neill McGuire pointed out the subjective nature of credential attainment and the need for universal standards. The discussion underscored the lack of clarity in governing bodies and credentialing processes.

Understanding High-Growth Industries and Labor Demand

Fernandel Almonor raised concerns about how the Department of Labor identifies high-growth industries, particularly in light of technological advancements that may disrupt

current job markets. Lesley Hirsch responded that the labor demand occupation list is based on job availability and growth projections but admitted that the data can be backward-looking. She emphasized the importance of local feedback to stay updated on real-time changes in the workforce.

- Determining high-growth industries for ITAs and labor demand occupation lists.

Best Practices in Monitoring and Credentialing

Lesley highlighted the need to aggregate best practices for monitoring training providers and invited input from participants. Kelly supported this initiative, noting that sharing diverse methodologies would benefit everyone, especially new staff seeking guidance. Additionally, updates on the NJ Training Explorer were provided, confirming that it reflects current labor demand.

- Best practices for monitoring training providers and subrecipients.
- Updates on the NJ Training Explorer and its alignment with labor demand lists.
- The importance of real-time feedback from local areas regarding labor market changes.

Best Practices in Monitoring and Evaluation

Kelly O'Neill McGuire prompted a conversation about monitoring policies, encouraging participants to share best practices. Richelle sought to connect with other monitors to learn about their county-specific methods. Muniir Najeeb highlighted the significance of timely evaluations and maintaining relationships with vendors, while also suggesting the creation of a centralized monitoring guide to standardize practices across counties.

Updates on Monitoring Practices and Upcoming Summit

Christy DiLeonardo highlighted the updates to the monitoring guide and the challenges of managing multiple counties with a single monitor. She expressed a desire to enhance technical assistance and improve monitoring practices. Yolanda Taylor suggested organizing sessions on monitoring best practices at the GSETA summit to support new monitors and facilitate knowledge sharing.

Monitoring Practices and Frequency Discussion

Christian Estevez expressed frustration over the unclear guidelines for monitoring contract frequencies, questioning whether it should be monthly or quarterly. William McDaniel responded by explaining that while funding sources outline necessary actions, they do not specify monitoring frequency, which can vary based on staffing and resources. The conversation underscored the need for a collaborative approach to address monitoring questions and share best practices among participants.

Monitoring Training and Compliance Discussion

Kelly O'Neill McGuire addressed the need for monitoring training. Mark Vankampen indicated he did not have immediate training resources but recommended contacting

John Bicica. Monica VanPelt offered her services related to fiscal monitoring programs, emphasizing her respect for the meeting's purpose.

- The need for structured policy and training for monitoring practices.

Lesley Hirsch will provide the link for the student complaint form and the COE website in the chat for all participants.

Lesley Hirsch indicated that the consumer report card will be up and running in a matter of weeks.

Lesley Hirsch will share the prototype of the new dashboard for the consumer report card with the participants.

Lesley Hirsch will follow up with the governing bodies to clarify which credentials must be attained for various programs.

Kelly O'Neill McGuire will collect monitoring practices and methodologies from participants to analyze and share best practices.

Lesley Hirsch will connect Diane Paz with a specialist to expedite the vendor approval process for the CCM advanced manufacturing program.

Kelly O'Neill McGuire will reach out to Kendra Lee and John Bicica at NJDOL to request structure for policy and training for monitoring.

Questions asked during the meeting--

What are the specific requirements for private career schools to maintain compliance with state regulations?

Proposed answer: The requirements include a review of financial soundness and submission of various documents.

What happens if a private career school is not in compliance with regulations?

How will notifications about schools being pended or removed be communicated in the future?

Proposed answer: Notifications will be made through AOSOS, which is updated daily.

How will the new consumer report card impact the evaluation of training programs?

Proposed answer: The plan is to publish that information on the website and share it internally with the workforce.

How does the Department of Labor determine high-growth industries for ITAs?

Proposed answer: The Department of Labor uses job availability and growth projections to determine high-growth industries.

What are the best practices for monitoring training providers?

Is the NJ Training Explorer up to date with the new labor demand list?

Proposed answer: Yes, it is up to date and reflects the new labor demand list.

Here are links from the chat:

Conflict resolution form to address school complaints:

<https://www.nj.gov/labor/labormarketinformation/assets/PDFs/coei/ETPL/Conflict%20Resolution%20Questionnaire.pdf>

About COEI and the Training Evaluation Unit:

<https://www.nj.gov/labor/labormarketinformation/contact-us/COEI.shtml>

How to contact the Training Evaluation Unit:

TrainingEvaluationUnit@dol.nj.gov

Training and Employment Notice (TEN) 25-19 referencing credentials

[TRAINING AND EMPLOYMENT NOTICE No. 25-19 | U.S. Department of Labor](#)