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## NORTH DAKOTA YOUTH DEVELOPMENT COUNCIL

### MINUTES January 12, 2010

**Meeting Date, Time, & Place:** January 12, 2010, 9:00 a.m., Job Service North Dakota, Bismarck, North Dakota.

**Members Present:** Patty Allery (via teleconf), Leo Cummings, Tim Eissinger, Dave Ellingson, Kent Ellis, Cheryl Hess, Anita Kostek, Wayne Kutzer, Gloria Maragos, Gaylene Massey, Debbie Painte, Ann Pollert, and *Susan Gunsch (for Beth Zander)*.

**Members Absent:** Cheryl Penny

**Ex-Officio Members Present:** Jim Hirsch

**Guests Present:** Valerie Fischer, and Bob Parisien- ND Indian Affairs Commission

**Staff Present:** Cheryl Leach, Jerry Houn, and Larry Anderson

### CALL TO ORDER

**Opening Remarks & Introductions:** Dave Ellingson called the meeting to order at 9:00 a.m. welcoming everyone and asked for introductions.

**Administrative Announcements:** Dave Ellingson noted that travel vouchers are available for members and to see Cheryl Leach after the meeting.

### APPROVAL OF AGENDA

Jim Hirsch requested an addition to the January 12, 2010 agenda. Adding Policy 2-15-03 (0) - Definition of Family for WIA Eligibility.

Dave Ellingson motioned to approve the January 12, 2010 agenda with the addition of Policy 2-15-03 - Definition of Family for WIA Eligibility.

**By consensus the January 12, 2010 agenda was approved as presented with the addition of Policy 2-15-03 - Definition of Family for WIA Eligibility.**

## APPROVAL OF MINUTES

Dave Ellingson motioned to approve the June 09, 2009 Minutes.

**MOTION: Gloria Maragos moved to approve the June 09, 2009 minutes as presented. Leo Cummings seconded the motion. All in Favor. Motion carried.**

## CHAIRS REPORT

**Meeting Attendance:** Jim Hirsch reviewed the Attendance Record making each member aware of their attendance and the attendance policy. Jim Hirsch mentioned that if members can not make the meeting they have the option to send an alternate.

The policy states:

- A. Member's attendance at Council meetings is essential to effectively conducting the business of the Council. Members, when they have conflicts with attendance, may designate an alternate to attend in their place to facilitate a quorum and completion of Council business. Alternates will be allowed to vote and participated in discussions and decisions of the Council. Designation of an alternate must be provided in writing and presented to the Council Chair prior to the start of the meeting. Two consecutive absences from Council meetings shall result in a warning letter being sent out by the Council Chairperson.
- B. Three consecutive absences from Council meetings shall be cause for a recommendation by the Council Executive Committee, to the Governor, for forfeiture of appointment.

Jim mentioned that there are three membership vacancies that need to be filled (Jolene Crosswhite, Al Austad, and Joseph Harr), and we are looking for individuals to represent these vacancies.

### **2010-2011 Quarterly Meeting Dates:**

Jim Hirsch reviewed the following future quarterly meeting dates: There will not be a meeting in January 2011 due to the legislative session. We will work with the executive committee after the August 2010 Retreat to determine whether or not we will need to meet in October. We may cancel the October meeting and process any information electronically until the April 2011 meeting.

**2010-2011 Quarterly Meeting Dates**

<b>DATE</b>	<b>NDYDC</b>	<b>STATE COMMISSION</b>	<b>FAITH-BASED COMMISSION</b>	<b>NDWDC</b>
JANUARY 2010	12	13	13	14
APRIL 2010	6	7	7	8
JUNE 2010	7	8	8	9
<b>AUGUST 2010 RETREAT</b>	<b>2-3</b>	<b>2-3</b>	<b>2-3</b>	<b>2-3</b>
October 2010	<b>5</b>	<b>6</b>	<b>6</b>	<b>7</b>
APRIL 2011	<b>26</b>	<b>27</b>	<b>27</b>	<b>28</b>
JUNE 2011	<b>6</b>	<b>7</b>	<b>7</b>	<b>8</b>
<b>OCTOBER 2011 GOVERNOR'S WORKFORCE SUMMIT</b>	<b>6-7</b>	<b>6-7</b>	<b>6-7</b>	<b>6-7</b>

**Joint Retreat: Medora, August 2-3, 2010:** Jim Hirsch mentioned that the Joint Retreat is in Medora and is scheduled for August 2-3, 2010. Jim mentioned that the Councils, Commissions, and a number of legislators are invited to the meetings. Some of the items that will be reviewed at these meetings will be the Consolidated Biennial Statewide Strategic Plan, State Service Plan, and the ND Talent Strategy. Greg Newton will be facilitating the Retreat and the meetings will be held at the Cowboy Hall of Fame.

**STATE COMMISSION UPDATES**

**AmeriCorps:** Jerry Houn reported on the Summary of the AmeriCorps six projects for the 2009-10 grant year. The full \$500,000 was awarded and all of those funds have been obligated. Jerry reported that Maddock had to end their project due the inability to meet the match requirement as well as having trouble enrolling members. Jerry reported that The Missouri Valley YMCA is a new project and has already indicated they will be submitting for the 2010-11 year.

\*MSY-Member Service Year

<b>APPLICANT</b>	<b>Funding</b>	<b>MSY*</b>	<b>Members</b>
Cooperstown Community	\$83,542	6.784	22
Grand Forks Housing	\$16,034	1.376	6
Maddock, Kids on the Block	\$20,021	1.694	8
Missouri Valley YMCA	\$25,787	2.117	8
YMCA of Cass and Clay Counties	\$296,088	23.500	47
Youthworks	\$58,528	7.765	14
<b>TOTAL</b>	<b>\$500,000</b>	<b>40.236</b>	<b>105</b>

Jerry reported that the State Commission is in the process of fielding applicants for the 2010-11 year. The Notice of Intent to Apply forms must be received by January 22, 2010 and the application is due by February 13, 2010. The State Commission will receive \$600,000 of formula funding for this coming year. In the past, the State Commission received \$500,000 of formula funding. Jerry commented that this has created some new interest in the funding and we are anticipating several new applicants. It is policy of the State Commission to treat every application as a new applicant each year; previously funded applicants do not receive any special consideration for the new funding. Previously funded applicants are allowed to apply for the same federal funding as the previous year. If they wish to request funding for the expansion of their project they must submit a separate application for the expansion, the State Commission will then consider those requests after a decision has been made who to fund based on the original application funding requests.

**Learn and Serve:** Jerry Houn reported that we have applied for and received the formula funding for the Learn & Serve Grant. The Learn and Serve funding is a small amount, just over \$40,000. With this funding, we have provided support to the JAG Program in Williston. We are planning to provide support to all the JAG programs across North Dakota. With the Learn and Serve funds, the JAG Program can now provide Williston students the opportunity to participate with the community. They have not been able to do this activity in the past due to lack of funding. They now have the funding to participate in community opportunities, and to provide supervisors to monitor those students.

**Implementation Progress:**

**American Recovery & Reinvestment Act**

**Job Service North Dakota:** Susan Gunsch reported for program year 2008-09. They are moving forward with the Recovery Act dollars and with the adult and dislocated worker funds; 80% of the funding received went directly into training and support services. The numbers in training and enrollment in WIA have significantly increased from last year, which is a direct result of the ARRA dollars available. The on-the-job-training and classroom training numbers have increased dramatically with the additional funding available.

The youth dollars are 78% expended, with 630 experiences funded this summer. We took some of that funding and contracted Career and Technical Education for career exploration across the state with the participants and also a private provider that did leadership classroom based activities across the state. Those were just for the summer months in order for them to receive their work

experience. Some of the youth dollars are also being used to expand JAG; establishing programs in Newtown and Williston State College.

Susan reported that with the Employment Services dollars, the TORQ (Transitional Occupation Relation Quotient) software was purchased. The software takes the previous occupations for dislocated workers or job seekers and identifies what is an appropriate transitional occupation according to their current skills. It takes the ONET data and packages it so it is more readily available and more easily understood by job seekers, it also shows if they have a training need and what is required to achieve that need.

Susan also reported that they just received the Jobs Bill signed September 16 which does have a summer youth component with it. Eligibility will include free lunch. It looks like a summer youth program is coming but no details yet. We have a lot of regular dollars that can assist youth in PY 09 and in the summer program but not the scale of what we had last year.

Susan reported on the monthly reports for WIA-ARRA as of 9-30-09 (handout). These reports can be found on recovery.gov for further review and are the most recent reports showing information on the Adult report, youth report, dislocated worker, and Wagner Peyser Service report.

**Department of Public Instruction:** Valerie Fischer reported on the ARRA Federal Stimulus Information. DPI was awarded \$65,853,049, but was not able to use any of that funding for administration. We had to use existing staff to develop the forms and create the process, and also the supervision for those funds. Of the 65.8M the majority went for Title I, Part A schools (\$27,437,104); Title I schools are geared to dealing with lower poverty and higher needs, more students at risk, and special education. We are also trying to address early literacy as well as early identification of disabilities. Money went to school lunch equipments and an emergency feeding assistance program.

<u>Federal Grant</u>	<u>Amount</u>
Title I, Part A	\$27,437,104
Special Education	\$27,413,988
Part B	\$26,552,439
Part B Preschool (3-5)	\$861,549
School Improvement	\$7,256,000
Title II, Part D	\$3,209,375
Homeless	\$ 175,966
School Lunch Equipment	\$ 215,764
Emergency Feeding Assist. Program	
Commodity Food Value	\$ 170,426
Grants for Food Distribution	<u>\$ 85,426</u>
<b>TOTAL</b>	<b>\$65,853,049</b>

The ARRA of 2009 provides funds specifically for education to improve student achievement through: making progress toward rigorous college-and career-ready standards and high-quality assessments that are valid and reliable for all students with disabilities; establishing pre-K to college and career data systems that track progress and foster continuous improvement; making improvements in

teacher effectiveness and in the equitable distribution of qualified teachers for all students, particularly students who are most in need.; and providing intensive support and effective support and effective interventions for the lowest-performing schools.

The majority of funds have been used for equipment, extended programs (summer school, after school programming) and staff (161 new positions; Title I, reading Math, paraprofessionals).

**Career and Technical Education:** Wayne Kutzer reported that Career & Technical Education wasn't the recipient of any ARRA funds.

## AGENCY REPORTS

**Department of Public Instruction-Title II:** Valerie Fischer reported that this past fall the annual monitoring of all the adult learning centers (18), and GDE sites (20) was completed. The adult learning center sites used the self-assessment process to internally look at their programs and better prepare for the monitoring. We only had five adult learning centers and four GED programs that have marginal compliance issues and corrective action plans have been developed with them. From now on we will create a two-year cycle for future monitoring.

Valerie reported that the annual year end report has been submitted to the Office of Vocational and Adult Education with two performance indicators that were not met this year, postsecondary and ESL. ESL is our English as a second language has a big gap. We are currently working with Lutheran Social Services; when they bring refugee families in, they would start at the east and west coast where they would stay for months of transitional services before being placed in the Midwest. In the past year we have had 250 families come in by June, and those families are skipping the transitional spots and coming directly from their country of origin. That has made it difficult due to their low skill levels and the time taken to get them to an advanced and educational functioning level. It is going to be difficult to negotiate some of those performance measures with the population we are dealing with now.

Valerie reported that the Postsecondary gains were not met by a couple percentage points. Valerie indicated that the performance indicator negotiations will take place with the project officers the third week in February and the annual Adult Education Conference the second week in February. The target of that meeting is to look at the performance indicators. Last year incentive grants were 1.1M of which we did not receive due to not meeting the performance indicators.

Valerie mentioned that Fargo is going to be the sight of the Missouri Valley Adult Education Association Conference in the Spring of 2011. Missouri Valley is the consortium of eight Midwest states and they rotate the conference from state to state and we will be the host that year in Fargo.

Valerie reported hat the truancy committee has met twice since the June Youth Council meeting, and created as a result of Senate Bill 2217 to further look at opportunities and ideas to decrease truancy and increase truancy reduction programs around the state. Valerie commented that one of the topics is the

compulsory attendance age. Right now in ND the age is 16. Previous attempts to raise the age to 17 have not worked. Many states have raised it to age 18. South Dakota just raised their compulsory attendance age from 16 to 17. Hopefully the truancy committee will meet our intended goals, we will need to report to the Legislative Interim Committee by June with our recommendations. At that time our recommendations will be for either administrative rule or legislation.

**Career & Technical Education:** Wayne commented that he will briefly report on the Program Performance handout, however for further review of the whole report it will be listed on the CTE website.

Wayne Kutzer reported on the handout titled Program Performance - Secondary/Postsecondary. Wayne reviewed the definitions of Secondary Level and Post Secondary Level:

### **Secondary Level**

Participant - A secondary student who has completed one (1) or more course(s) in any career and technical education (CTE) program area.

Concentrators - A secondary student who has earned two (2) or more credits in a single CTE program area (e.g., health care or business services) recognized by the State.

### **Postsecondary/Adult Level**

Participant - A postsecondary/adult student who has earned one (1) or more credits in any CTE program area.

Concentrators - A postsecondary/adult student who: (1) completes at least 12 academic or CTE credits within a single program area sequence that is comprised of 12 or more academic and technical credits and terminates in the award of an industry-recognized credential, a certificate, or a degree; or (2) completes a short-term CTE program sequence of less than 12 credit units that terminates in an industry-recognized credential, a certificate, or a degree.

Wayne reported that a one year “snapshot” of students taking at least one course during the program year for both secondary and postsecondary enrollment. The grand total of CTE participants in secondary is 19,705 and post-secondary is 6,495.

**State Performance Summary:** Listed are the statewide percentages and adjusted performance levels agreed upon by the State and the Office Vocational and Adult Education of the US Department of Education. The adjusted levels are incorporated into the State Plan.

Wayne Kutzer reported on the Secondary Performance Levels during the program year 2009. Eight measures are required as indicated in the table below: Wayne commented that this year all the performance measures have to be reported. The Adjusted Level of Performance is what we will be negotiating for the next two years, which will be coming up this spring. Every two years we negotiate for the following two years. This report will be submitted on December 31, 2009.

## Secondary Performance Level:

Indicator & Citation	Measurement Definition	Adjusted Level of Performance	Actual Level of Performance	Actual vs. Adjusted Level of Performance	Met 90% of Adjusted Level of Performance
<b>1S1 Academic Attainment – Reading/Language Arts 113(b)(2)(A)(i)</b>	<p><b>Numerator:</b> Number of CTE concentrators who have met the proficient or advanced level on the Statewide high school <b>reading/language arts</b> assessment administered by the State under Section 1111(b)(3) of the Elementary and Secondary Education Act (ESEA) as amended by the No Child Left Behind Act based on the scores that were included in the State’s computation of adequate yearly progress (AYP) and who, in the reporting year, left secondary education.</p> <p><b>Denominator:</b> Number of <u>CTE concentrators</u> who took the ESEA assessments in <b>reading/language arts</b> whose scores were included in the State’s computation of AYP and who, in the reporting year, left secondary education.</p>	62.00 %	58.82%  1,690/2,873	-3.08%	Yes
<b>1S2 Academic Attainment - Mathematics 113(b)(2)(A)(i)</b>	<p><b>Numerator:</b> Number of <u>CTE concentrators</u> who have met the proficient or advanced level on the Statewide high school <b>mathematics</b> assessment administered by the State under Section 1111(b)(3) of the Elementary and Secondary Education Act (ESEA) as amended by the No Child Left Behind Act based on the scores that were included in the State’s computation of AYP and who, in the reporting year, left secondary education.</p> <p><b>Denominator:</b> Number of <u>CTE concentrators</u> who took the ESEA assessments in <b>mathematics</b> whose scores were included in the State’s computation of AYP and who, in the reporting year, left secondary education.</p>	49.00 %	51.25%  1,444/2,849	+1.68%	Yes
<b>2S1 Technical Skill Attainment</b>	<p>Numerator: Number of CTE concentrators who passes technical skills assessments that are aligned with industry-recognized standards, if available and appropriate, during the reporting year.</p> <p>Denominator: Number of CTE concentrators who took the assessments during the reporting year.</p>	78.00 %	82.82%  2,464/2,975	+4.82%	Yes
<b>3S1 School Completion</b>	<p>Numerator: Number of CTE concentrators who earned a regular secondary school diploma, earned a General Education Development (GED) credential as a State-recognized equivalent to a regular high school diploma (if offered by the State) or other State-recognized equivalent (including recognized alternative standards for individuals with disabilities), or earned a proficiency credential, certificate, or degree, in conjunction with a secondary school diploma (if offered by the State) during the reporting year.</p> <p>Denominator: Number of CTE concentrators who left secondary education during the reporting year.</p>	88.00 %	90.98%  2,712/2,981	+2.98%	Yes

Indicator & Citation	Measurement Definition	Adjusted Level of Performance	Actual Level of Performance	Actual vs. Adjusted Level of Performance	Met 90% of Adjusted Level of Performance
<b>4S1 Student Graduation Rates 113(b)(2)(A)(iv)</b>	Numerator: Number of CTE concentrators who, in the reporting year, were included as graduated in the State's computation of its graduation rate as described in Section 1111(b)(2)(C)(vi) of the ESEA.  Denominator: Number of CTE concentrators who, in the reporting year, were included in the State's computation of its graduation rate as defined in the State's Consolidated Accountability Plan pursuant to Section 1111(b)(2)(C)(vi) of the ESEA.	82.37 %	95.37%  2,700/2,831	+13.00%	Yes
<b>5S1 Placement</b>	Numerator: Number of CTE concentrators who left secondary education and were placed in postsecondary education or advanced training, in the military service, or employment in the second quarter following the program year in which they left secondary education (i.e., unduplicated placement status for CTE concentrators who graduated by June 30, 2007 would be assessed between October 1, 2007 and December 31, 2007).  Denominator: Number of CTE concentrators who left secondary education during the reporting year.	68.00 %	78.12%  2,417/3,094	+10.12%	Yes
<b>6S1 Nontraditional Participation</b>	Numerator: Number of CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.  Denominator: Number of CTE participants who participated in a program that leads to employment in nontraditional fields during the reporting year.	20.00 %	20.25%  815/4,025	+0.25%	Yes
<b>6S2 Nontraditional Completion</b>	Numerator: Number of CTE concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.  Denominator: Number of CTE concentrators who completed a program that leads to employment in nontraditional fields during the reporting year.	13.00 %	15.30%  275/1,797	+2.30%	Yes

Wayne Kutzer reported on the *Postsecondary Performance Levels* during the program year 2009. Six measures are required as indicated in the table below:

Core Indicator	Measurement Definition	Adjusted Level of Performance	Actual Level of Performance	Actual vs. Adjusted Level of Performance	Met 90% of Adjusted Level of Performance
<b>1P1 Technical Skill Attainment</b>	<b>Numerator:</b> Number of <u>CTE concentrators</u> who passed technical skill assessments that are aligned with industry-recognized standards, if available and appropriate, during the reporting year.  <b>Denominator:</b> Number of <u>CTE concentrators</u> who took technical skill assessments during the reporting year.	86.50 %	87.35%  4,019/4,601	+0.85%	Yes
<b>2P1 Credential, Certificate, or Degree</b>	<b>Numerator:</b> Number of <u>CTE concentrators</u> who received an industry-recognized credential, a certificate, or a degree during the reporting year.  <b>Denominator:</b> Number of <u>CTE concentrators</u> who left postsecondary education during the reporting year.	42.86 %	53.02%  1,545/2,914	+10.16%	Yes

Core Indicator	Measurement Definition	Adjusted Level of Performance	Actual Level of Performance	Actual vs. Adjusted Level of Performance	Met 90% of Adjusted Level of Performance
3P1 Student Retention or Transfer	<p><b>Numerator:</b> Number of <u>CTE concentrators</u> who remained enrolled in their original postsecondary institution or transferred to another 2- or 4-year postsecondary institution during the reporting year and who were enrolled in postsecondary education in the fall of the previous reporting year.</p> <p><b>Denominator:</b> Number of <u>CTE concentrators</u> who were enrolled in postsecondary education in the fall of the previous reporting year and who did not earn an industry-recognized credential, a certificate, or degree in the previous reporting year.</p>	81.37 %	65.88% 2,674/4,1698	-15.49%	No
4P1 Student Placement	<p><b>Numerator:</b> Number of <u>CTE concentrators</u> who were placed or retained in employment, or placed in military service or apprenticeship programs in the 2<sup>nd</sup> quarter following the program year in which they left postsecondary education (i.e., unduplicated placement status for CTE concentrators who graduated by June 30, 2007 would be assessed between October 1, 2007 and December 31, 2007).</p> <p><b>Denominator:</b> Number of <u>CTE concentrators</u> who earned a credential, certificate, or degree.</p>	66.37 %	71.48% 1,271/1,778	+5.55%	Yes
5P1 Nontraditional Participation	<p><b>Numerator:</b> Number of <u>CTE participants</u> from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.</p> <p><b>Denominator:</b> Number of <u>CTE participants</u> who participated in a program that leads to employment in nontraditional fields during the reporting year.</p>	18.42 %	21.44% 386/3,987	-3.02%	Yes
5P2 Nontraditional Completion	<p><b>Numerator:</b> Number of <u>CTE concentrators</u> from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.</p> <p><b>Denominator:</b> Number of <u>CTE concentrators</u> who completed a program that leads to employment in nontraditional fields during the reporting year.</p>	7.00 %	5.77% 53/919	-1.23%	No

Wayne commented that one of the biggest barriers from a data standpoint is getting the data we need. An example on the postsecondary level is trying to trace students as they transition from school to a job and trying to connect where they are. Another barrier with the postsecondary level is with the five tribal colleges and the five two-year campuses in receiving data from them. In terms of other barriers from how we deliver our programs, we have a lot of good methods that can help us meet our goals.

### Job Service North Dakota:

**WIA Financial Reports** – Susan Gunsch reported on the WIA Financial report for program year 2009. As of September 30, 2009, the Adult allocation expended 18% and committed 53%; youth expended 20%, and committed 75%; dislocated worker expended 19% and committed 61%. The WIA-ARRA report shows the ARRA funding as of September 30, 2009, for the local area allocation the Adult allocation expended 29% and committed 43%; youth expended 71%, committed 86%; dislocated worker expended 25% and committed 41%. 80% of this funding did go into the training dollars and the summer youth programs.

**WIA Report on Performance & Participation** - Susan Gunsch reported on PY 09 Negotiated Performance Measures Summary. This report is for the quarter ending September 30, 2009. This is the most recent report comparing PY 08 to

PY 09. The adult program is at 101%, dislocated worker program is at 103.7%, and youth program is at 154.4%. Susan mentioned that the literacy numeracy performance measure is very confusing therefore staff needed additional training. PY09 the first quarter achieved 45.5% of our literacy numeracy gains. We have the exact same performance this year as we had last year. Thirty-five percent was the goal for PY08 and we negotiated that down to 20%.

Susan reported on the Analysis of Populations Served for PY 2009 (July 09-September 09). The Adult Program total enrollment went from 469 in PY 08 to 674 in PY 09; veterans served went from 5.33% to 8.61%, minority populations are down with the American Indian numbers from 23.67% to 17.95%. For the Dislocated Worker Program total enrollment went from 127 in PY 08 to 291 in PY 09, this number should increase with the Bobcat layoffs in Bismarck. Veterans increased from 7.09% to 8.59%, and the Youth Program total enrollment went from 414 PY 08 to 1076 PY 09. By the end of September 2009 Training Services had 143 enrolled in adult classroom training and 109 for the dislocated workers; on-the-job training had 36 adult and 13 dislocated workers. The Youth Programs Analysis of Enrollment Activities Report total enrollments of 637 for older youth and 1848 for younger youth.

**Jobs for Americas Graduates:** Jim Hirsch gave a brief overview of Jobs for Americas Graduates. Jobs for America Graduates is not a federal program, it is a national non-profit program started 20+ years ago in Delaware and is now in a number of states with over 700 sites. It is geared at assisting at-risk youth in completing school and linking those students with career employment and post secondary education. There are a number of different models; middle school model, dealing with 7<sup>th</sup> and 8<sup>th</sup> grade students; a multi-school model dealing with freshman and seniors. This is the model Williston Public School is currently using. The Williston project served 25 students the first year and are currently up to 30 students. The goal is to eventually reach a max of 35 students. Each program has a full-time specialist that teaches the JAG curriculum, this requires an hour of contact with each student per day for a minimum of 35 weeks, and then 12 months of follow-up with that student after they leave the program. They teach 37 core competencies up to 88 total competencies in the curriculum available to them. All is provided to them by the National JAG along with any technical assistance they may need. Each project in addition to having a fulltime specialist and teaching the JAG curriculum, also organizes a career organization for the JAG students.

Another model is the alternative school or drop out recovery. This program is in place in Newtown at the Boys and Girls Club. They serve as the alternative school for the public school system which started in August; they currently have 16 participants. There is also a program at Williston State College that is an Early College Success program which currently has four enrollments. That program is working with the adult learning center at WSC and those students who are on probation or identified as at-risk. Luanna Fisketjon is the coordinator at WSC.

Jim mentioned that Governor John Hoeven was appointed to the JAG Board of Directors for the national program, we are hoping we can leverage his support for the program in trying to secure permanent funding and find a permanent home for JAG. The Williston program was funded using a combination of Governor's WIA set-aside funds and funds from JAG National Organization. We have been providing up to \$50,000 the first year to cover the salary and fringe benefits for the JAG specialist for a 12 month

period and \$25,000 the second year. After two years, it will be part of the delivery system and funds will be provided through normal funding with DPI and CTE. The option we are looking at is getting additional pilots next biennium and possibly providing funding to the existing projects at the same level we are in the second year through the next biennium.

**Governor's Workforce Summit:** Jim Hirsch reported the Governor's Workforce Summit 2009 was held in Fargo, North Dakota at the Ramada Plaza Suites on October 8 and 9, 2009. Planning for the Governor's Workforce Summit started on September 1, 2008, with the Chartering of the Governor's Workforce Summit Steering Committee by the Chair of the North Dakota Workforce Development Council. The Steering Committee met every other month through April 2009, and monthly from May through September. The Theme for the Governor's Workforce Summit 2009 was "North Dakota Talent Strategy: Bridging the Gaps to the Future".

The Governor's Workforce Summit was hosted by Governor John Hoeven, North Dakota Department of Commerce and the North Dakota Workforce Development Council. Twenty-seven businesses and organizations provide sponsorships to the Governor's Workforce Summit. Cloverdale Foods, Inc. provided the entrée for the noon luncheon and breakfast. This allowed the Summit to continue to be fully self-supporting with no state funding (other than sponsorships) being utilized. The Summit had over 300+ registered participants. Registered participants included a cross section of private sector business, education, economic development professionals, legislatures, workforce development professionals and young professionals from across North Dakota.

The Summit featured two keynote speakers (Cam Marston and Joe Juarez) and three special guest presenters (Silver Rose, Greg Newton and Gordon Fowler). During the general sessions there were several panels that help set the stage for the Summit. Panels included an industry panel, a youth and young professional panel, and a legislative panel to help wrap up the Summit. There were a total of 35 breakout sessions offered which included information on best practices, available resources, demographic trends, and ways to tap hidden labor pools and retain experienced workers in the workforce longer. The feedback, evaluations and responses received have all been favorable.

#### **Governor's WIA Set Aside Project & Funding Status:**

**JSND Youth Services Expansion** - Susan Gunsch reported on the Career Awareness Program that is in partnership with CTE. The Awareness Program was established in July 2008 and since their inception, an advisory committee has been created; they have completed an IT workforce needs assessment, and hired a coordinator and assistant. With this information, they are now promoting IT employment in the state. They have also created scholarships through this effort, giving out three scholarships thus far. The goals of the IT Awareness Program are to increase the number of secondary students taking IT courses, increase the number of secondary schools offering IT courses, and increase the number of students that leave secondary schools and enroll in postsecondary IT related degree programs, eventually increasing the number of postsecondary graduates in IT programs. The short-term goals are to present to a number of classrooms between grades 7-12 that are in IT classes, and also teachers, educators, and parents. The participating schools that have signed up and are involved in the IT Awareness Program are

Beulah, Grand Forks Educational Center, Hatton, Minot, South Heart, St. Mary's Central High School, Steel-Dawson, Turtle Lake-Mercer, Watford City, and West Fargo.

**Skills & Technology Training Center** - Susan Gunsch reported on the contract for PY 08 with the following results: 35 individuals received training, five out of 35 were not successfully completed giving the contract an 86% success rate. Thirteen benefited from the workplace language class and seven continued onto pre-manufacturing training, and six went into pre-certified nursing assistant classes. Nineteen individuals took the 80 hour manufacturing course, and three attended the CNA training. For PY 09, currently from July 1, 2009 to present there are three individuals enrolled in manufacturing.

**Emerging Technology Competency Certification** - Susan reported that the contract was written and is currently not progressing.

**Career Advisor's Update:** Wane Kutzer reported that Career Advisor is a new position that was developed by the legislature this past year. It will go into effect July 01, 2010. The legislature reduced the guidance ratios in schools; currently the ratio is 1 to 450 and will now change to 1 to 300. For every 300 students you need one counselor. The realization was that there were not enough counselors to move from 450 to 300, so they created the Career Advisor position. The Career Advisor can fill up to 1/3 of a guidance program in a school. This position doesn't require the individual be a teacher, however the qualifications for the Career Advisor are to hold a baccalaureate degree and have five years of employment history, as well as training for certification through CTE. Training will begin sometime in May or June. No cost is associated if the person that applies comes from a school.

**Single State Consolidated Biennial Strategic Plan Status:**

**Workforce Intelligence Council –ND Economic & Workforce Context Report -**

Larry Anderson reported that the Workforce Intelligence Council has been working on a Workforce and Economic Context Report that is to be ready to present to the Strategic Planning Committee on December 16, 2009. The Strategic Planning Committee should be in a position then to determine what goals and actions they will want to pursue based upon the assessment of the Workforce Intelligence on how well the economy is doing in the state, where the gaps are, and what actions will be needed for the next biennium.

Larry reported on the analysis and preparation of the Economic and Workforce Context report. Larry commented that the development for our strategic goal is based upon good qualitative and quantitative workforce intelligence. All of the major state agencies are partners in this process in the development of the report. The report needs to support and reinforce what's in the Economic Development Foundation Strategic Plan. The report identifies the population growth within the state, the migration factor and labor force growth, the aging population, young adults in the workforce, racial and ethnic diversity, disability, women in the workforce, veterans in the workforce, drop outs in the workforce, people receiving public assistance, multiple job holdings, assistance programs, self employment, employment projections, and wages.

Tomorrow's labor force for North Dakota is projected to grow at a slower rate, continue to increase in age, and be more racially and ethnically diverse. North Dakota's workforce development, workforce training and talent attraction system faces significant challenges to meet the needs of a changing workforce and the demands of knowledge based economy. In order to continue to grow our economy with a long term projected decline in our population and an increase in the number of jobs calling for higher skill levels, we need to position the system to provide new entrants and historically underutilized populations with the education, training and skills to participate more fully in tomorrow's economy.

North Dakota has enormous potential for continued economic growth. The Economy of tomorrow introduces both challenges and opportunities for our state. In order to capitalize on this growth potential we must continue to invest in a knowledge infrastructure, world-class education, training, and technology. If we do otherwise North Dakota companies will not have the skilled workers and cutting-edge tools needed to grow and create well-paying jobs. Simply put; if North Dakota rises to meet the challenges of tomorrow's Economy, by focusing on innovation, learning, and constant adaptation our state residents will prosper. By focusing and building on our existing infrastructure, North Dakota will not only prosper but become a model for other states.

## **YOUTH COUNCIL PLANNING**

### **Prioritization of Council Activities**

**Linkages with Serve America Act** – Jim Hirsch reported that we are starting to think about how we look at linkages with the Serve America Act and how we develop linkages with Learn & Serve and JAG. We have some good examples of collaboration with a number of state agencies and tribes. Jim commented that there is plenty of opportunity to bring resources to the table. As a Youth Council we should be looking at the opportunities to expand services and programs.

**Linkages with JAG** – Jim Hirsh reported that we have integrated the Workforce Investment Act and Vocational Rehabilitation into the JAG program as well as the Learn and Serve from the Corporation of National & Community Service. Jim commented that there is a lot of flexibility in bringing resources to the table.

**Modification Three to the State of North Dakota State Strategic Five-year State Plan for Title I of the Workforce Investment Act and the Wagner Peyser Act** - Jim Hirsch reported that as a result of an audit conducted by the Employment and Training Administration, a couple of areas were identified as needing modification.

- ✓ The following are changes made to pages 43 - 44, adding language defining policies related to Eligible Training Provider List.

The initial eligibility criterion for providers is as follows:

Law establishes automatic initial eligibility for the following providers:

- Post-secondary educational institutions eligible to receive Federal funds under Title IV of the Higher Education Act of 1965 and providing a program that leads to an associate degree, baccalaureate degree or certificate.
- Entities that carry out National Apprenticeship Act programs.
- Adult Learning Centers and private providers of short-term basic and skill training (programs of 3 month duration or less) may be placed on the Eligible Training Provider List after submission of an Eligible Training Provider Application. These providers of short-term training normally do not collect wage data on individuals who enroll in their training. In order to utilize these training providers the submittal of program completion rate, employment rate and wage at placement information will not be required for initial application. There will be a review of the WIA participants trained in these short-term classes after the first 12 months from the initial date of inclusion on the Eligible Training Provider List. The review will determine the overall benefits of the training in helping lead to employment.

For all applicable training providers, with the exception of the Adult Learning Centers and private providers of short-term basic and skill training (programs of three month duration or less) must meet the following performance standards established for initial and subsequent eligibility:

- Program completion rates for all individuals participating in the applicable program conducted by the provider.
- Employment rates for all individuals participating in the applicable program conducted by the provider.
- Wage at placement in employment of all individuals participating in the applicable program.

Reciprocal agreements with Minnesota, Montana, and South Dakota, were negotiated, so participants with individual training accounts may select eligible programs on the Eligible Training Provider List from these states, as well as, North Dakota's Eligible Training Provider List.

- ✓ Pages 46 – 47, adding language defining policies related to Youth Eligibility and eligibility for additional services.

Deficient in Basic Literacy Skills:

The North Dakota Workforce Development Council has adopted Policy 2-07-03 (3) Youth Eligibility. Under this policy,

Job Service North Dakota, as the State administrative entity, will be responsible for defining “deficient in basic skills” and “an individual who requires additional assistance to complete an educational program or to secure and hold employment”. The definition of “deficient in basic skills” must include a determination that an individual (a) computes or solves problems, reads, writes, or speaks English at or below grade level 8.9 or (b) is unable to compute or solve problems, read, write, or speak English at a level necessary to function on the job, in the individual’s family, or in society.

## Youth Who Are Not Low-Income Individuals:

Up to five percent of youth participants served by youth programs may be individuals who do not meet the income criterion for eligible youth, provided that they are within one or more of the following categories:

- (A) School dropout;
- (B) Basic skills deficient, as defined in WIA Section 101(4);
- (C) Are one or more grade levels below the grade level appropriate to the individual's age;
- (D) Pregnant or parenting;
- (E) Possess one or more disabilities, including learning disabilities;
- (F) Homeless or runaway;
- (G) Offender; or
- (H) Face serious barriers to employment as defined by:

“Individual who requires additional assistance to complete an educational program or to secure and hold employment” is defined as:

1. Individual youth who resides in a County designated as an area of substantial unemployment (LAUS), and
2. Has limited employment opportunities as defined by not having been able to obtain employment after a four week employment search, or
3. Is a youth who has one or more parents incarcerated, or
4. Has a record of not being able to hold employment as demonstrated by being fired for two or more jobs in the past six months, or
5. Youth who has been identified as at risk of dropping out of school as documented by school professionals.

If the family of a disabled youth does not meet the income eligibility criteria, the disabled youth is to be considered a low-income individual if the youth's own income:

- Meets the income criteria established in WIA Section 101(25)(B); or
- Meets the income eligibility criteria for cash payments under any federal, state or local public assistance program. [WIA Sec. 101(25) (F).]

**POLICY UPDATE:** Jim reported on Policy 2-15-03 - Definition of Family for WIA Eligibility. The reason for the policy is due to misinterpretation of the eligibility criteria and there was misapplication of the definition of family. The adoption of this policy will be recommended to the Workforce Development Council.

**PURPOSE:** The Workforce Investment Act of 1998, Title I, Section 101 (15) defines the term “family” to mean two or more persons related by blood, marriage, or decree of court, who are living in a single residence, and are included in one or more of the following categories:

- A. A husband, wife, and dependent children,
- B. A parent or guardian and dependent children,
- C. A husband and wife.

**POLICY:** The definition of family established under the Workforce Investment Act Title I, Section 101 (15) is adopted as the definition of a family for North Dakota.

**FAMILY:** “Two or more persons related by blood, marriage, or decree of court, who are living in a single residence, and are included in one or more of the following categories:

- (A) A husband, wife, and dependent children;
- (B) A parent or guardian and dependent children; or
- (C) A husband and wife.

*Note:*

- Family size is determined based on those individuals meeting the above definition at the time of the application.
- For purposes of (B), references to *guardian* refer to *legal guardian*.

An individual residing in a residence which does not include a parent or legal guardian is a family of one.

**Exception:** Individuals who at the time of application receive more than 50% of their support from a parent or guardian, as documented by court documents, child support documents, income tax returns or statements from parents or guardians, will be included as a member of that parent or guardian’s family.

The parent or legal guardian can sign for a youth who is under the age of 18.

## **ADJOURNMENT:**

**MOTION:** Kent Ellis moved to adjourn the meeting. Gloria Maragos seconded. All in Favor. Motion carried.

**The meeting adjourned at 2:15 p.m.**