

WIOA State Plan for the State of North Dakota FY-2018

Overview

Under the Workforce Innovation and Opportunity Act (WIOA), the Governor of each State must submit a Unified or Combined State Plan to the Secretary of the U.S. Department of Labor that outlines a four-year strategy for the State's workforce development system. The publicly-funded workforce development system is a national network of Federal, State, regional, and local agencies and organizations that provide a range of employment, education, training, and related services and supports to help all job-seekers secure good jobs while providing businesses with the skilled workers they need to compete in the global economy. States must have approved Unified or Combined State Plans in place to receive funding for core programs. WIOA reforms planning requirements, previously governed by the Workforce Investment Act of 1998 (WIA), to foster better alignment of Federal investments in job training, to integrate service delivery across programs and improve efficiency in service delivery, and to ensure that the workforce system is job-driven and matches employers with skilled individuals. One of WIOA's principal areas of reform is to require States to plan across core programs and include this planning process in the Unified or Combined State Plans. This reform promotes a shared understanding of the workforce needs within each State and fosters development of more comprehensive and integrated approaches, such as career pathways and sector strategies, for addressing the needs of businesses and workers. Successful implementation of many of these approaches called for within WIOA requires robust relationships across programs. WIOA requires States and local areas to enhance coordination and partnerships with local entities and supportive service agencies for strengthened service delivery, including through Unified or Combined State Plans.

Options for Submitting a State Plan

A State has two options for submitting a State Plan — a Unified State Plan or a Combined State Plan. At a minimum, a State must submit a Unified State Plan that meets the requirements described in this document and outlines a four-year strategy for the core programs. The six core programs are—

- the Adult program (Title I of WIOA),
- the Dislocated Worker program (Title I),
- the Youth program (Title I),
- the Adult Education and Family Literacy Act program (Title II),
- the Wagner-Peyser Act program (Wagner-Peyser Act, as amended by title III), and
- the Vocational Rehabilitation program (Title I of the Rehabilitation Act of 1973, as amended by Title IV).

Alternatively, a State may submit a Combined State Plan that meets the requirements described in this document and outlines a four-year strategy for WIOA's core programs plus one or more of the Combined Plan partner programs. When a State includes a Combined State Plan partner

program in its Combined State Plan, it need not submit a separate plan or application for that particular program. If included, Combined State Plan partner programs are subject to the “common planning elements” (Sections II and III of this document) where specified, as well as the program-specific requirements for that program where such planning requirements exist separately for the program. The Combined State Plan partner programs are—

- Career and technical education programs authorized under the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.)
- Temporary Assistance for Needy Families Program (42 U.S.C. 601 et seq.)
- Employment and Training Programs under the Supplemental Nutrition Assistance Program (Programs authorized under section 6(d)(4) of the Food and Nutrition Act of 2008 (7 U.S.C. 2015(d)(4)))
- Work programs authorized under section 6(o) of the Food and Nutrition Act of 2008 (7 U.S.C. 2015(o))
- Trade Adjustment Assistance for Workers Programs (Activities authorized under chapter 2 of Title II of the Trade Act of 1974 (19 U.S.C. 2271 et seq.))
- Jobs for Veterans State Grants Program (Programs authorized under 38, U.S.C. 4100 et. seq.)
- Unemployment Insurance Programs (Programs authorized under State unemployment compensation laws in accordance with applicable Federal law)
- Senior Community Service Employment Program (Programs authorized under Title V of the Older Americans Act of 1965 (42 U.S.C. 3056 et seq.))
- Employment and training activities carried out by the Department of Housing and Urban Development
- Community Services Block Grant Program (Employment and training activities carried out under the Community Services Block Grant Act (42 U.S.C. 9901 et seq.))*
- Reintegration of Ex-Offenders Program (Programs authorized under section 212 of the Second Chance Act of 2007 (42 U.S.C. 17532))

* States that elect to include employment and training activities carried out under the Community Services Block Grant (CSBG) Act (42 U.S.C. 9901 et seq.) under a Combined State Plan would submit all other required elements of a complete CSBG State Plan directly to the Federal agency that administers the program. Similarly, States that elect to include employment and training activities carried by the Department of Housing and Urban Development and programs authorized under section 6(d)(4) and 6(o) of the Food and Nutrition Act of 2008 that are included would submit all other required elements of a complete State Plan for those programs directly to the Federal agency that administers the program.

How State Plan Requirements Are Organized

The major content areas of the Unified or Combined State Plan include strategic and operational planning elements. WIOA separates the strategic and operational elements to facilitate cross-program strategic planning.

- The **Strategic Planning Elements** section includes analyses of the State’s economic conditions, workforce characteristics, and workforce development activities. These analyses drive the required vision and goals for the State’s workforce development system and alignment strategies for workforce development programs to support economic growth.
- The **Operational Planning Elements** section identifies the State’s efforts to support the State’s strategic vision and goals as identified in the Strategic Planning Elements section. This section ensures that the State has the necessary infrastructure, policies, and activities to meet its strategic goals, implement its alignment strategy, and support ongoing program development and coordination. Operational planning elements include:
 - State Strategy Implementation,
 - State Operating Systems and Policies,
 - Assurances, and
 - Program-Specific Requirements for the Core Programs, and
 - Program-Specific Requirements for the Combined State Plan partner programs. (These requirements are available in a separate supplemental document, Supplement to the Workforce and Innovation Act (WIOA) Unified and Combined State Plan Requirements. The Departments are not seeking comments on these particular requirements).

When responding to Unified or Combined State Plan requirements, States must identify specific strategies for coordinating programs and services for target populations.* States must develop strategies that look beyond strategies for the general population and develop approaches that also address the needs of target populations.

* Target populations include individuals with barriers to employment, as defined in WIOA Sec. 3, as well as veterans, unemployed workers, and youth.

I. WIOA State Plan Type

Unified or Combined State Plan. Select whether the State is submitting a Unified or Combined State Plan. At a minimum, a State must submit a Unified State Plan that covers the six core programs.

Unified State Plan. This plan includes the Adult Program, Dislocated Worker Program, Youth Program, Wagner-Peyser Act Program, Adult Education and Family Literacy Act Program, and Vocational Rehabilitation Program. Yes

Combined State Plan. This plan includes the Adult, Dislocated Worker, Youth, Wagner-Peyser Act, Adult Education and Family Literacy Act, and Vocational Rehabilitation programs, as well as one or more of the optional Combined State Plan partner programs identified below. No

Combined Plan partner program(s)

Indicate which Combined State Plan partner program(s) the State is electing to include in the plan.

Career and technical education programs authorized under the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) No

Temporary Assistance for Needy Families Program (42 U.S.C. 601 et seq.) No

Employment and Training Programs under the Supplemental Nutrition Assistance Program (Programs authorized under section 6(d)(4) of the Food and Nutrition Act of 2008 (7 U.S.C. 2015(d)(4))) No

Work programs authorized under section 6(o) of the Food and Nutrition Act of 2008 (7 U.S.C. 2015(o)) No

Trade Adjustment Assistance for Workers Programs (Activities authorized under chapter 2 of title II of the Trade Act of 1974 (19 U.S.C. 2271 et seq.)) No

Jobs for Veterans State Grants Program (programs authorized under 38, U.S.C. 4100 et seq.) No

Unemployment Insurance Programs (Programs authorized under State unemployment compensation laws in accordance with applicable Federal law) No

Senior Community Service Employment Program (Programs authorized under title V of the Older Americans Act of 1965 (42 U.S.C. 3056 et seq.)) No

Employment and training activities carried out by the Department of Housing and Urban Development No

Community Services Block Grant Program (Employment and training activities carried out under the Community Services Block Grant Act (42 U.S.C. 9901 et seq.)) No

Reintegration of Ex-Offenders Program (Programs authorized under section 212 of the Second Chance Act of 2007 (42 U.S.C. 17532)) No

II. Strategic Elements

The Unified or Combined State Plan must include a Strategic Planning Elements section that analyzes the State's current economic environment and identifies the State's overall vision for its workforce development system. The required elements in this section allow the State to develop data-driven goals for preparing an educated and skilled workforce and to identify successful strategies for aligning workforce development programs to support economic growth. Unless otherwise noted, all Strategic Planning Elements apply to Combined State Plan partner programs included in the plan as well as to core programs.

a. Economic, Workforce, and Workforce Development Activities Analysis

The Unified or Combined State Plan must include an analysis of the economic conditions, economic development strategies, and labor market in which the State's workforce system and programs will operate.

1. Economic and Workforce Analysis

A. Economic Analysis

The Unified or Combined State Plan must include an analysis of the economic conditions and trends in the State, including sub-State regions and any specific economic areas identified by the State. This must include-

i. Existing Demand Industry Sectors and Occupations

Provide an analysis of the industries and occupations for which there is existing demand.

ii. Emerging Demand Industry Sectors and Occupation

Provide an analysis of the industries and occupations for which demand is emerging.

iii. Employers' Employment Needs

With regard to the industry sectors and occupations identified in 1 and 2 above, provide an assessment of the employment needs of employers, including a description of the knowledge, skills, and abilities required, including credentials and licenses.

North Dakota has continued to experience employment growth. From December 2012 through December 2017 the labor force and number of people employed in the state has continued to increase while the number of unemployed individuals and the unemployment rate have decreased. The number of employed increased from 385,193 to 398,800 (3.5%) while the labor force increased from 397,448 to 409,589 (3.1%) over the same time period.

Similarly, the number of unemployed individuals in North Dakota has decreased from 12,255 to 10,789 (12.0%). Likewise, the unemployment rate has also fallen; from 3.1% in 2012 to 2.6% in 2017. Overall, these numbers seem to indicate that North Dakota has a large percentage of their labor force employed. This has all happened while the population has increased 7.7% over the same time period. The fact that the total population has increased while the labor force as well as the number of employed have both increased would indicate there has been an increase in the number of jobs in the state. This idea is supported by looking at the labor force participation rate. The average labor force participation rate from 2012-2016 is 69.5%; well above the national rate which has averaged 63.1% over the same time frame. The idea that there has been an increase in the total number of jobs in the state is further supported with data from the Quarterly Census of Employment and Wages (QCEW) program. While it's true that the total number of jobs in the state has grown over this five year period, the QCEW data also show an interesting trend in the second half of the time frame. QCEW indicates that there was an increase of 32,948 jobs from 2012 to 2014. However, the data also shows that there has been a subsequent decrease of 27,508 jobs from 2014 to 2016. This can be directly attributed to the up and down nature of the oil industry as more than half of the total job loss has come from that industry alone. Average weekly wages have steadily, if not slowly, increased from \$883 to \$940, which would indicate that the jobs being added are good paying jobs. North Dakota's employment has a large seasonal factor to it, a trait which can be seen when looking at the monthly claims data from January 2012 through November 2017. When looking at the monthly change column we can see that the months are split about evenly when looking at whether there were more or fewer claims than the previous month. We can also see the effects of the job loss from 2014 to 2016. Looking at the yearly change column we can see that there is a large increase starting approximately February 2015 and running about 16 months until May 2016. However, from January 2017 through

November 2017 (the most recent data available) there has been a decrease in the number of unemployed individuals when compared to the previous year for every month.

	Total	Monthly	Yearly
Month	UI Claims	Change	Change
Jan-12	4,083	-4.1%	-6.9%
Feb-12	1,639	-59.9%	-17.2%
Mar-12	1,650	0.7%	-7.3%
Apr-12	1,372	-16.8%	-22.2%
May-12	1,673	21.9%	-1.5%
Jun-12	1,373	-17.9%	-28.9%
Jul-12	1,756	27.9%	-19.9%
Aug-12	1,207	-31.3%	-27.6%
Sep-12	1,419	17.6%	57.5%
Oct-12	1,667	17.5%	15.8%
Nov-12	3,737	124.2%	41.4%
Dec-12	4,890	30.9%	14.8%
Jan-13	4,507	-7.8%	10.4%
Feb-13	1,869	-58.5%	14.0%
Mar-13	1,827	-2.2%	10.7%
Apr-13	1,829	0.1%	33.3%
May-13	1,770	-3.2%	5.8%
Jun-13	1,518	-14.2%	10.6%
Jul-13	1,980	30.4%	12.8%
Aug-13	1,183	-40.3%	-2.0%
Sep-13	902	-23.8%	-36.4%
Oct-13	1,386	53.7%	-16.9%
Nov-13	2,810	102.7%	-24.8%
Dec-13	5,609	99.6%	14.7%
Jan-14	4,182	-25.4%	-7.2%
Feb-14	1,865	-55.4%	-0.2%

	Total	Monthly	Yearly
Mar-14	1,185	-36.5%	-35.1%
Apr-14	1,340	13.1%	-26.7%
May-14	1,194	-10.9%	-32.5%
Jun-14	1,431	19.8%	-5.7%
Jul-14	1,479	3.4%	-25.3%
Aug-14	805	-45.6%	-32.0%
Sep-14	1,011	25.6%	12.1%
Oct-14	1,264	25.0%	-8.8%
Nov-14	3,480	175.3%	23.8%
Dec-14	4,912	41.1%	-12.4%
Jan-15	4,282	-12.8%	2.4%
Feb-15	2,448	-42.8%	31.3%
Mar-15	2,406	-1.7%	103.0%
Apr-15	2,177	-9.5%	62.5%
May-15	2,098	-3.6%	75.7%
Jun-15	2,476	18.0%	73.0%
Jul-15	2,040	-17.6%	37.9%
Aug-15	1,366	-33.0%	69.7%
Sep-15	1,760	28.8%	74.1%
Oct-15	1,795	2.0%	42.0%
Nov-15	4,123	129.7%	18.5%
Dec-15	6,576	59.5%	33.9%
Jan-16	5,753	-12.5%	34.4%
Feb-16	3,742	-35.0%	52.9%
Mar-16	2,781	-25.7%	15.6%
Apr-16	2,340	-15.9%	7.5%
May-16	2,511	7.3%	19.7%
Jun-16	2,031	-19.1%	-18.0%
Jul-16	2,267	11.6%	11.1%
Aug-16	2,040	-10.0%	49.3%

	Total	Monthly	Yearly
Sep-16	1,427	-30.0%	-18.9%
Oct-16	1,893	32.7%	5.5%
Nov-16	5,569	194.2%	35.1%
Dec-16	6,046	8.6%	-8.1%
Jan-17	5,330	-11.8%	-7.4%
Feb-17	1,983	-62.8%	-47.0%
Mar-17	1,727	-12.9%	-37.9%
Apr-17	1,259	-27.1%	-46.2%
May-17	1,934	53.6%	-23.0%
Jun-17	1,644	-15.0%	-19.1%
Jul-17	2,145	30.5%	-5.4%
Aug-17	1,460	-31.9%	-28.4%
Sep-17	1,078	-26.2%	-24.5%
Oct-17	1,552	44.0%	-18.0%
Nov-17	3,986	156.8%	-28.4%

This trend is further illustrated when looking at Quarterly Census of Employment and Wages (QCEW) data for all of 2016 and the first two quarters of 2017. Employment decreases 3.7% from fourth quarter 2016 to first quarter 2017. Some of this decrease can be explained by seasonality factors, but the number of employers decreased by 1.2% over the same time period. The seasonality claim is supported by the fact that comparing first quarter 2016 to first quarter 2017 illustrates a decrease in both employment and number of establishments each. Some of that optimism is dashed by the decrease of 0.5% in employment by comparing the second quarter of 2017 to the second quarter of 2016. However, it is worth noting that there was an increase of 20.8% in the industry groups ‘Mining, Quarrying, and Oil and Gas Extraction’ and ‘Transportation and Warehousing’; two industrial groups tied to oil and gas exploration.

Industry	Industry Code	2nd Quarter 2017					
		1st Quarter 2016	2nd Quarter 2016	3rd Quarter 2016	4th Quarter 2016	1st Quarter 2017	2nd Quarter 2017
Total, All Industries	10	410,313	420,317	418,169	419,800	404,414	418,354
Accommodation and Food Services	72	34,439	35,002	35,253	35,003	34,013	34,950

Industry	Industry Code	2017					
		1st Quarter 2016	2nd Quarter 2016	3rd Quarter 2016	4th Quarter 2016	1st Quarter 2017	2nd Quarter 2017
Administrative and Waste Services	56	12,817	13,944	14,424	13,500	13,026	14,241
Agriculture, Forestry, Fishing and Hunting	11	3,598	4,350	4,682	5,319	3,674	4,363
Arts, Entertainment, and Recreation	71	8,311	10,369	11,235	8,781	8,468	10,071
Construction	23	26,377	33,105	37,266	31,962	24,143	28,979
Educational Services	61	36,674	35,807	27,355	36,983	36,791	35,850
Finance and Insurance	52	18,116	18,219	18,437	18,448	18,195	18,099
Health Care and Social Assistance	62	62,397	63,181	63,907	64,193	63,850	64,459
Information	51	6,876	6,861	6,836	6,799	6,759	6,729
Management of Companies and Enterprises	55	5,250	5,229	5,287	5,246	5,247	5,346
Manufacturing	31-33	24,719	24,828	25,026	24,633	24,136	24,873
Mining, Quarrying, and Oil and Gas Extraction	21	16,402	14,708	14,753	15,364	15,823	17,575
Other Services (except Public Administration)	81	12,360	12,543	12,340	12,437	12,440	12,788
Professional and Technical Services	54	17,006	17,202	17,235	16,970	16,522	16,772
Public Administration	92	21,953	23,063	23,084	22,613	22,193	22,938
Real Estate and Rental and Leasing	53	5,719	5,551	5,524	5,613	5,523	5,692
Retail Trade	44-45	49,351	49,255	49,208	49,913	47,960	47,836
Transportation and Warehousing	48-49	19,144	18,115	17,851	18,038	18,010	18,359
Utilities	22	4,102	4,159	4,181	4,118	4,034	4,077
Wholesale Trade	42	24,703	24,827	24,285	23,867	23,607	24,356

QCEW Establishments

Industry	Industry Code	2017					
		1st Quarter 2016	2nd Quarter 2016	3rd Quarter 2016	4th Quarter 2016	1st Quarter 2017	2nd Quarter 2017
Total, All Industries	10	31,969	32,076	32,139	32,170	31,796	31,896

Industry	Industry Code	1st Quarter 2016	2nd Quarter 2016	3rd Quarter 2016	4th Quarter 2016	1st Quarter 2017	2nd Quarter 2017
Accommodation and Food Services	72	2,135	2,161	2,164	2,166	2,143	2,161
Administrative and Waste Services	56	1,641	1,713	1,768	1,825	1,824	1,870
Agriculture, Forestry, Fishing and Hunting	11	912	921	925	947	944	952
Arts, Entertainment, and Recreation	71	605	610	609	610	606	610
Construction	23	4,272	4,274	4,264	4,223	4,129	4,105
Educational Services	61	431	434	442	440	436	448
Finance and Insurance	52	1,895	1,918	1,936	1,953	1,915	1,916
Health Care and Social Assistance	62	2,287	2,310	2,356	2,369	2,347	2,352
Information	51	418	421	410	419	423	419
Management of Companies and Enterprises	55	168	168	169	173	175	177
Manufacturing	31-33	824	823	811	820	814	821
Mining, Quarrying, and Oil and Gas Extraction	21	843	839	822	825	817	814
Other Services (except Public Administration)	81	2,071	2,078	2,078	2,066	2,058	2,070
Professional and Technical Services	54	2,943	2,918	2,936	2,949	2,879	2,894
Public Administration	92	1,069	1,051	1,050	1,048	1,051	1,051
Real Estate and Rental and Leasing	53	1,088	1,094	1,113	1,106	1,099	1,093
Retail Trade	44-45	3,149	3,153	3,156	3,136	3,125	3,124
Transportation and Warehousing	48-49	2,262	2,215	2,166	2,127	2,077	2,069
Utilities	22	176	175	174	176	176	175
Wholesale Trade	42	2,780	2,800	2,790	2,792	2,758	2,775

An interesting correlation between the employment trends in Oil and Gas Extraction and the purchase price of oil can also be drawn when we look at QCEW data and the following First Purchase Price of oil graph. Prior to September 2014 oil prices had fluctuated between \$80-\$100/barrel; the most recent peak was in June 2014 when the price was nearly \$100/barrel and over the next 9 months fell to a price of less than \$40/barrel. When the price dropped so did the number of rigs drilling in North Dakota. After 3 months of declining prices, the rig count started to decline; in August 2014, the rig count was nearly 200. By April 2015, the rig count was less than 100 and a low of 27 was reached in May of 2016. Since May, however, there has generally been a monthly increase in both the price of oil and the number of drill rigs. As oil prices

increase so do the number of rigs and the numbers of employment. Another way to look at it is that the declining price of oil caused the declining number of rigs, which coincides with the increase in the number of unemployed individuals as well as the decrease in employment (specifically in the industry groups ‘Mining, Quarrying, and Oil and Gas Extraction’ and ‘Transportation and Warehousing’) and the decreased number of employers.

(1) Economic and Workforce Analysis (A) Economic Analysis. The Unified or Combined State Plan must include an analysis of the economic conditions and trends in the State, including sub-state regions and any specific economic areas identified by the State. This includes: (i) Existing Demand Industry Sectors and Occupations. Provide an analysis of the industries and occupations for which there is existing demand. There is existing demand in a wide variety of occupations. The two-year average of monthly online job openings illustrates this point. All 22 of the two-digit occupation groups were represented in the top 100 of this list (excluding not classified or unidentified occupations). The largest occupation group was Office and Administrative Support with 10, followed by Healthcare Practitioners and Technical; and Food Preparation and Serving Related (tied 9), Construction and Extraction (8), and Sales and Related (7).

2 digit SOC Code	Occupational Group Title	Number of Openings (2 year average)
11	Management	739
13	Business and Financial Operations	393
15	Computer and Mathematical	357
17	Architecture and Engineering	327
19	Life, Physical, and Social Science	111
21	Community and Social Services	166
23	Legal	24
25	Education, Training, and Library	368
27	Arts, Design, Entertainment, Sports, and Media	233
29	Healthcare Practitioners and Technical	1888
31	Healthcare Support	381
33	Protective Service	146
35	Food Preparation and Serving Related	789
37	Building and Grounds Cleaning and Maintenance	289
39	Personal Care and Service	333
41	Sales and Related	1225
43	Office and Administrative Support	1184

2 digit SOC Code	Occupational Group Title	Number of Openings (2 year average)
45	Farming, Fishing, and Forestry	467
47	Construction and Extraction	692
49	Installation, Maintenance, and Repair	639
51	Production	637
53	Transportation and Material Moving	1037

There is some continuity in terms of in-demand occupations. In comparing the average monthly online job openings numbers from 2016 to 2017 some interesting facts emerge. Of the top 100 occupations in 2017, 92 occupations were in the top 100 of 2016. Along the same vein, 100 of the top 100 occupations from 2017 were in the top 150 in 2016. Logically, 92 of the top 100 occupations in 2016 were in the top 100 of 2017. The fact that there were only 99 of the top 100 occupations from 2016 in the top 150 in 2017 indicates there may be some changes in the in-demand occupations.

SOC CODE	2016 Openings Avg Annual Online	2016 Rank	2017 Openings Avg Annual Online	2017 Rank
290000	574	1	558	1
291141	570	2	500	2
533032	342	4	419	3
434051	323	6	326	4
410000	384	3	315	5
412031	331	5	296	6
452091	263	9	277	7
110000	311	8	258	8
430000	316	7	221	9
490000	214	10	211	10
311014	164	13	203	11
150000	181	11	195	12
530000	174	12	185	13
412011	162	14	177	14
353021	131	21	157	15

SOC CODE	2016 Openings Avg Annual Online	2016 Rank	2017 Openings Avg Annual Online	2017 Rank
435081	134	18	147	16
292061	132	20	140	17
519199	135	16	139	18
411011	134	18	135	19
537062	141	15	133	20
250000	99	29	127	21
472061	135	16	124	22
130000	127	22	119	23
170000	114	25	105	24
351012	119	23	99	25
510000	116	24	95	26
452093	87	32	91	27
399021	67	42	85	28
350000	104	27	83	29
470000	68	39	82	30
372012	106	26	81	31
475013	16	151	81	31
291069	97	30	77	33
353022	57	52	76	34
472031	87	32	76	34
533031	80	36	75	36
999999	100	28	75	36
111021	89	31	74	38
270000	74	38	73	39
353031	59	50	71	40
372011	81	35	71	40
399011	65	44	70	42
271026	60	48	65	43
352014	65	44	63	44

SOC CODE	2016 Openings Avg Annual Online	2016 Rank	2017 Openings Avg Annual Online	2017 Rank
514121	25	101	62	45
493031	55	54	59	46
112022	84	34	57	47
452092	49	63	56	48
352021	59	50	55	49
132011	60	48	54	50
291127	63	46	53	51
339032	68	39	52	52
119199	80	36	51	53
259041	40	76	51	53
210000	45	65	50	55
310000	68	39	49	56
436011	50	60	49	56
499071	44	68	49	56
172199	62	47	47	59
373011	37	81	44	60
291171	54	55	43	61
472111	54	55	43	61
434081	44	68	42	63
472073	50	60	42	63
493023	52	58	42	63
499021	47	64	42	63
511011	36	83	41	67
352012	37	81	40	68
390000	67	42	40	68
475071	28	96	39	70
413099	50	60	38	71
252021	38	78	37	72
533033	43	70	35	73

SOC CODE	2016 Openings Avg Annual Online	2016 Rank	2017 Openings Avg Annual Online	2017 Rank
370000	45	65	34	74
433071	35	84	34	74
434171	38	78	34	74
190000	45	65	33	77
291122	43	70	33	77
131111	32	86	32	79
431011	39	77	32	79
533041	31	91	32	79
253099	42	73	31	82
291123	56	53	31	82
151151	43	70	30	84
151199	30	94	30	84
252031	34	85	30	84
433031	41	75	30	84
472051	23	109	30	84
412021	22	117	29	89
413021	54	55	29	89
119111	31	91	28	91
311011	19	133	28	91
395012	24	104	28	91
512099	15	160	28	91
513011	32	86	28	91
319099	31	91	26	96
353011	26	98	26	96
173029	42	73	25	98
292055	23	109	25	98
439061	32	86	25	98
475011	11	192	25	98
519198	52	58	25	98

SOC CODE	2016 Openings Avg Annual Online	2016 Rank	2017 Openings Avg Annual Online	2017 Rank
111011	23	109	24	103
272022	23	109	24	103
474099	21	124	24	103
113031	24	104	23	106
359031	22	117	23	106
291051	23	109	22	108
292011	32	86	22	108
292012	12	180	22	108
537051	18	140	22	108
119051	24	104	21	112
132072	18	140	21	112
292034	7	252	21	112
359011	17	144	21	112
359021	23	109	21	112
492097	26	98	21	112
493042	23	109	21	112
333051	25	101	20	119
412022	22	117	20	119
436014	26	98	20	119
519061	19	133	20	119

(ii) Emerging Demand Industry Sectors and Occupations. Provide an analysis of the industries and occupations for which demand is emerging.

Comparing the average monthly online job openings of 2016 to 2017, excluding the major occupation groups (those SOC codes ending with “0000”), indicates some interesting facts. Three of the top five occupations in terms of increase from 2016 to 2017 were positions typically found in the oil industry, specifically Heavy and Tractor-Trailer Truck Drivers (53-3032), Service Unit Operators, Oil and Gas (47-5013), and Welders, Cutters, Solderers (51-4121). Together, these three occupations accounted for 179 more openings in 2017 than in 2016. These increases coincide with the uptick in employment numbers we saw in the QCEW data, specifically the numbers in Mining, Quarrying, and Oil and Gas Extraction. This data would seem to indicate that there is a rebound beginning to occur in the Oil and Gas industry. Rounding out the top five were Nursing Assistants (31-1014) and Combined Food Preparation and Serving

Workers, Including Fast Food (35-3021). These two occupations accounted for an increase of 63 openings from 2016 to 2017.

The flip side to emerging demand is decreasing demand. The same analysis from above indicated there are several occupations that experienced a decrease in demand from 2016 to 2017. The occupation with the largest decrease was Registered Nurses (29-1141) with 70 less openings. This is a strange situation as the QCEW data shows that the Health Care and Social Assistance industry as a whole saw a rise in employment. This has two possibilities, either the creation of new nursing jobs has decreased or the industry is doing a better job of retaining nurses, resulting in fewer openings due to turnover. Another interesting fact is that three of the top five occupations, in terms of decrease from 2014 to 2015 all came from the Retail Trade industry. Retail Salespersons (41-2031), Managers, All Other (11-9199), and Sales Managers (11-2022) combined, accounted for 91 fewer online job openings. The fifth largest occupation decrease was from Helpers — Production workers (51-9198) at minus 27. These decreases are most likely tied to the fact that demand for these services was very high back in 2014 and 2015 due in part to the high oil activity that was experienced from 2009 through 2015. One more thing to note is that the top five, in terms of biggest decrease from 2016 to 2017, are all still ranked within the top 60 of the total openings category. Four of them are ranked in the top 50 and two of them are ranked in the top five.

The above analysis of emerging occupations is based on the average monthly online job openings from employers for 2014 and 2015. This analysis is limited to job ads posted online, is focused on occupational data, and cannot project into the future. For a detailed analysis of projected demand for both industrial and occupational data please refer to the projection data publications which can be found at:

<https://www.ndworkforceintelligence.com/vosnet/gsipub/documentview.aspx?enc=y+kPI+EQ3s csVhx25Mtxtg==>

(iii) Employers' Employment Needs. With regard to the industry sectors and occupations identified in (A)(i) and (ii), provide an assessment of the employment needs of employers, including a description of the knowledge, skills, and abilities required, including credentials and licenses.

Employers have many needs when it comes to knowledge, skills, and abilities. Anecdotal conversations with employers and individuals involved in human resources have yielded surprising results. Many of these individuals indicate the largest deficiency of employees has been "soft skills" such as showing up to work, being on-time, cleanliness, etc. These skills, they claim, would be universal for nearly every occupation. If true, this would indicate a portion of the labor force is essentially unemployable in any occupation. That being said, these skills and abilities are relatively easy to improve upon and once the undesirable behaviors are corrected, gainful employment should be possible.

Anecdotal conversations with prospective employees indicates a frustration with job offerings. Many "entry-level" jobs require 3-5 years of experience to be considered. Many prospective employees have been discouraged by this and have left North Dakota to find employment elsewhere. This, combined with an aging workforce while the economy is simultaneously adding more jobs than there are workers to fill has created another employment need; available bodies. Many open and available jobs require no prerequisite knowledge, skills, or abilities but rather just need people willing to do the job. In the current economy where there are more open and

available jobs than there are individuals actively seeking employment, the “less-desirable” jobs are going unfilled. Essentially, it is a lack of desire rather than a lack of knowledge, skills, or abilities.

A third way to look at the knowledge, skills, and abilities that employers need is to look to O*Net online. O*Net lists the more applicable knowledge, skills, and abilities based on occupation. By comparing the top 10 occupations in terms of 2 year average monthly online job openings some basic knowledge, skills, and abilities appear to be most lacking. In terms of knowledge, ‘English Language’ and ‘Customer and Personal Service’ were the most common each being listed for six of the top ten occupations. The two next most prevalent were ‘Mathematics’ and ‘Public Safety and Security’. In terms of skills ‘Active Listening’ was the most prevalent being listed in 7 of the top ten occupations. The next most prevalent were ‘Service Orientation’ (5), ‘Speaking’ (4), and ‘Coordination’ (3). In terms of abilities, the top four abilities were each listed for five of the top ten occupations ‘Near Vision’, ‘Oral Comprehension’, ‘Oral Expression’, and “Control Precision”.

In terms of the in-demand occupations, there are certain licenses and degrees that are required to gain access to employment. For example, a heavy and tractor-trailer truck driver could require a Commercial Drivers License, a specialized degree is required to be a registered nurse. There are some occupations that simply cannot (or at least through common practice, are not) learned through on-the-job training and require specialized training to even be considered for employment.

B. Workforce Analysis

The Unified or Combined State Plan must include an analysis of the current workforce, including individuals with barriers to employment, as defined in section 3 of WIOA.* This population must include individuals with disabilities among other groups** in the State and across regions identified by the State. This includes: Individuals with barriers to employment include displaced homemakers; low-income individuals; Indians, Alaska Natives, and Native Hawaiians; individuals with disabilities, including youth who are individuals with disabilities; older individuals; ex-offenders; homeless individuals, or homeless children and youths; youth who are in or have aged out of the foster care system; individuals who are English language learners, individuals who have low levels of literacy, and individuals facing substantial cultural barriers; farmworkers (as defined at section 167(i) of WIOA and Training and Employment Guidance Letter No. 35-14); individuals within 2 years of exhausting lifetime eligibility under the Temporary Assistance for Needy Families program; single parents (including single pregnant women); and long-term unemployed individuals. ** Veterans, unemployed workers, and youth, and others that the State may identify.

i. Employment and Unemployment

Provide an analysis of current employment and unemployment data, including labor force participation rates, and trends in the State.

ii. Labor Market Trends

Provide an analysis of key labor market trends, including across existing industries and occupations.

iii. Education and Skill Levels of the Workforce

Provide an analysis of the educational and skill levels of the workforce.

iv. Skill Gaps

Describe apparent 'skill gaps'.

The information for this section is addressed in section II (a)

(ii) Labor Market Trends. Provide an analysis of key labor market trends, including across existing industries and occupations.

SOC Title	2016 Openings - Avg Annual Online	2016 Rank	2017 Openings - Avg Annual Online	2017 Rank	Growth Openings	Replace- ment Openings	Total Openings	Projections Rank	2016 Resumes - Avg Annual Online	2016 Rank	2017 Resumes - Avg Annual Online	2017 Rank
Management	816	5	661	7	1,585	10,097	11,682	5	763	4	752	3
Business and Financial Operations	403	11	383	11	2,504	3,672	6,176	12	234	10	230	10
Computer and Mathematical	372	13	341	14	1,418	965	2,383	16	142	12	173	12
Architecture and Engineering	370	14	283	16	617	1,646	2,263	18	142	12	137	14
Life, Physical and Social Science	119	21	103	21	333	1,158	1,491	21	69	21	68	21
Community and Social Service	171	19	161	19	1,066	1,525	2,591	15	104	16	101	17
Legal	28	23	20	23	92	482	574	22	27	22	26	22
Education, Training and Library	358	15	378	12	2,544	5,134	7,678	9	101	17	114	16
Arts, Design, Entertainment, Sports & Media	244	18	222	18	448	1,404	1,852	20	88	19	95	18
Healthcare Practitioners and Technical	1975	1	1800	1	5,355	5,518	10,873	6	130	14	159	13
Healthcare Support	391	12	371	13	2,731	2,949	5,680	13	242	9	265	9
Protective Service	157	20	135	20	679	1,603	2,282	17	101	17	94	19

SOC Title	2016 Openings - Avg Annual Online	2016 Rank	2017 Openings - Avg Annual Online	2017 Rank	Growth Openings	Replace- ment Openings	Total Openings	Projections Rank	2016 Resumes - Avg Annual Online	2016 Rank	2017 Resumes - Avg Annual Online	2017 Rank
Food Preparation and Serving Related	787	6	791	5	4,676	13,677	18,353	1	292	8	286	8
Building and Grounds Cleaning & Maintenance	305	17	272	17	1,677	3,691	5,368	14	196	11	195	11
Personal Care and Service	332	16	334	15	3,378	4,655	8,033	8	114	15	122	15
Sales and Related	1309	2	1140	2	2,982	13,818	16,800	3	612	6	588	6
Office and Administrative Support	1255	3	1112	3	3,570	13,559	17,129	2	1785	1	1686	1
Farming, Fishing and Forestry	465	10	468	10	150	1,789	1,939	19	83	20	77	20
Construction and Extraction	656	7	728	6	462	9,116	9,578	7	983	2	861	2
Installation, Maintenance and Repair	645	8	632	8	825	5,972	6,797	11	427	7	377	7
Production	645	8	628	9	1,057	6,127	7,184	10	743	5	612	5
Transportation and Material Moving	1011	4	1063	4	935	11,817	12,752	4	807	3	684	4
Military Specific Occupations	8	24	6	24	1,585	10,097	11,682	5	14	24	8	24
INA - NOT CLASSIFIED	100	22	75	22	2,504	3,672	6,176	12	17	23	19	23

(iii) Education and Skill Levels of the Workforce. Provide an analysis of the educational and skill levels of the workforce. The education attainment of North Dakota is slightly higher than the nation as a whole. In North Dakota 64.6% of the population 25 years and older has some college experience compared to 59.5% of the nation. Similarly, 41.6% of the population in North Dakota has at least an associate's degree compared to 38.5% of the nation and 20.5% of North Dakotans 25 year or older have a bachelor's degree compared to 18.8% of the nation. The lone category where North Dakota falls behind the nation is in Graduate or professional degrees; 7.7% of North Dakotans 25 years or older have one compared to 11.5% of the nation. Overall, these numbers indicate a well-educated workforce in North Dakota.

Population 25 years and over	US	ND
Less than 9th grade	5.6%	3.5%
9th to 12th grade, no diploma	7.4%	4.4%
High school graduate (includes equivalency)	27.5%	27.4%
Some college, no degree	21.0%	23.0%
Associate's degree	8.2%	13.4%
Bachelor's degree	18.8%	20.5%
Graduate or professional degree	11.5%	7.7%

In addition to the already high levels of higher educational attainment, there has been a steady increase in the number of program completers in North Dakota institutions of higher learning. Totalling all institutions (2-year, 4-year, Tribal, and Other Institutions) there has been an increase of 17.3% from 2006 to 2016; or 1,831 program completers. The largest increase in terms of number of program completers was at 4-year institutions with an increase of 1,493 program completers, an increase of 19.7%. The total number of program completers in 2016 was 12,385 with the largest share coming from 4-year institutions; 9,078 program completers.

The educational attainment of North Dakota's workforce, in addition to being relatively high, is diversified. Of the 12,385 program completers in 2016, approximately 17.0% were in health, 15.2% were in business, 11.8% were in Industrial Arts and Consumer Service. The smallest groups of program completers were in Multi/Interdisciplinary Studies at approximately 0.8% or 94 completers followed by Physical Sciences with 113 program completers (0.9%), all of Physical Sciences program completers were either bachelor's degrees or advanced degrees.

Degree Category	Percent
Health	17.0%
Business	15.2%
Industrial Arts and Consumer Services	11.8%
Humanities and Liberal Arts	10.9%
Engineering	10.6%
Education	9.3%
Psychology and Social Work	4.8%
Agriculture and Natural Resources	4.3%

Degree Category	Percent
Law and Public Policy	3.5%
Biology and Life Science	2.8%
Computers and Mathematics	2.7%
Communications and Journalism	2.2%
Social Science	1.8%
Arts	1.5%
Physical Sciences	0.9%
Multi/Interdisciplinary Studies	0.8%

From 2006 to 2016, the number of advanced degree program completers increased by 745; an increase of approximately 46.9%. That increase was second only to the number of bachelor's degree completers which increased 803; approximately 13.5%.

10-Year Change	Num	Pct
Postsecondary Award/Cert/Diploma	147	16.9
Associate's Degree	136	6.3
Bachelor's Degree	803	13.5
Advanced Degree	745	46.9
Total, All Completions	1,831	17.3

(iv) Describe apparent 'skill gaps'. The above discussion of the advanced and varied level of educational attainment suggests a very capable, competent, and skilled workforce. While North Dakota has a quality workforce of capable, competent, and skilled individuals, there appears to be a shortage of available workers. Most recent numbers (January 2018) indicate there are 0.95 unemployed individuals in North Dakota per online job opening. Likewise, most recent numbers also indicate there are 0.53 online resumes per online job opening in North Dakota.

All these facts combined indicate that while there has been a leveling off period in North Dakota, there is still an abundance of jobs; more jobs than there are individuals to work them. This implies that there might not be a skill gap in the traditional sense, but rather a lack of eligible employees. In this type of economy employers might have to be more flexible in their hiring requirements in order to get employees in the door and improve their skills with on-the-job training or improve the attractiveness of their job offers with increased wages or improved benefits.

Job Service ND relies heavily on the Business Services staff in the local offices to work with employers in determining what their needs are for recruiting and retaining employees. They work closely with employers, schools, and the North Dakota University System to remain up to date on the most timely and pertinent needs and programs. This is done in an effort to develop programs designed to help job seekers and employers attain the tools and education they need to address skills needed in the workforce.

According to the 2016 American Community Survey (ACS), of the 748,100 total civilian non-institutionalized population, 11.3% or (84,535) were reported to have a disability. Nationally, according to the Bureau of Labor Statistics, 36.2% of persons with a disability were employed and the unemployment rate for persons with a disability fell in 2016. Disabilities include visual, hearing, ambulatory, cognitive, self-care and independent living.

Highlights gathered from 2016 ACS North Dakota data:

- Persons with a disability are more likely to be over 64 years of age.
- Persons with a disability tend to be older than persons with no disability, as 34% of persons with a disability were age 65 and over.
- The employment rate of working-age people (ages 21-64) with disabilities was 52%.
- The percentage actively looking for work among people with disabilities who were not working was 4.8%.
- Among the six types of disabilities identified, the highest percentage of individuals with disabilities not working but actively seeking work was for people with a cognitive disability, 6.4%. The lowest percentage was people with a self-care disability, 0%.
- The median annual earnings of working-age people with disabilities working full-time/full-year was \$36,300.
- The percentage of working-age people with disabilities with a high school diploma or equivalent was 35.8%, some college or associate degree was 35.4% and bachelor's degree or more was 14.5%.
- 94.1% of working-age people with disabilities had health insurance.

2010-2014 Census data for North Dakota indicates there are 9,800 individuals who speak English less than "very well". This 9,800 includes population 5 years and over.

North Dakota reports indicate 611 refugees arrived in the state during 2016. Since 1997 the country of origin with the highest number is Bhutan.

2. Workforce Development, Education and Training Activities Analysis

The Unified or Combined State Plan must include an analysis of the workforce development activities, including education and training in the State, to address the education and skill needs of the workforce, as identified in *Education and Skill Levels of the Workforce* above, and the employment needs of employers, as identified in *Employers' Employment Needs* above. This must include an analysis of –

A. The State's Workforce Development Activities

Provide an analysis of the State's workforce development activities, including education and training activities of the core programs, Combined State Plan partner programs included in this plan, and required and optional one-stop delivery system partners.*

* Required one-stop partners: In addition to the core programs, the following partner programs are required to provide access through the one-stops: Career and Technical Education (Perkins), Community Services Block Grant, Indian and Native American programs, HUD Employment and Training programs, Job Corps, Local Veterans' Employment Representatives and Disabled Veterans' Outreach Program, National Farmworker Jobs program, Senior Community Service Employment program, Temporary Assistance for Needy Families (TANF) (unless the Governor determines TANF will not be a required partner), Trade Adjustment Assistance programs, Unemployment Compensation programs, and YouthBuild.

The North Dakota Workforce System is a relationship of agencies and functions that includes those formal and informal education and training activities. The training provides current and potential workers with new or enhanced knowledge, skills and abilities necessary for successful employment for in-demand occupations being created by North Dakota employers.

North Dakota is adapting service delivery in response to a variety of workforce needs. Western North Dakota is responding to the stabilization of the oil prices. Employers statewide continue to experience a lack of workforce for skilled positions. As a result of rapid innovation and introduction of new technologies, such as unmanned aerial systems, the workforce system and the education and training system must respond. The availability of qualitative and quantitative economic and workforce intelligence will allow the workforce system partners to rapidly respond to the talent needs of North Dakota business and industry. The newly formed WIOA compliant Workforce Development Council is an important connection between workforce agencies, education and business. Opportunities to access life-long learning in basic and job specific skill training for all citizens, is a goal for the system. Education and training opportunities need to be available, accessible, affordable and flexible in order to address the needs of the North Dakota workforce.

North Dakota's Talent Initiative goals to expand, attract, and retain talent to meet the state's workforce needs are the foundation for all education and training activities. Core programs all work together to best achieve that goal for their participants and employers they serve.

Focus will be placed on preparing or retraining individuals for in-demand occupations in the Governor's targeted industries (advanced manufacturing, energy, technology-based business, tourism and value-added agriculture), as well as in support industries, such as transportation and health care. Analysis of the current and future job market using labor market information, employer reports to determine skill gaps, and ensuring the necessary training to meet those gaps will be a priority in implementing WIOA Title I programs, Wagner-Peyser, Vocational Rehabilitation, Adult Education, Trade Act and SCSEP funds to serve North Dakota. The strong connection with UI claimants through the Reemployment Services and Eligibility Assessments program will provide the impetus for serving increased numbers of individuals and for rapid reemployment results.

The North Dakota Department of Commerce, Division of Workforce Development developed and continues to implement a system of performance and accountability measures for the state around workforce development, workforce training and talent attraction. Each workforce development, workforce training and talent attraction partner cooperates in providing the data necessary to implement these measures. The results and analysis of the data will be shared and utilized to develop system improvements between the core and required partners.

Low income individuals receive a variety of services to assist them in reaching self-sufficiency. A customer-focused approach including an initial assessment of skill level, skill development, career counseling/promotion and support service needs for each individual shall be available through the AJC. Job Service ND provides the SNAP E & T services and this allows for partner programs to provide additional services that lead to employment and dependency on social programs.

Job Service ND receives an award for Job Opportunities and Basic Skills (JOBS) to provide the following services to TANF recipients living in Cass, Ransom, Richland, Sargent, Steele, and Traill counties; case management, coaching on a variety of soft skills ranging from problem solving, working with difficult people, child care and scheduling problems, job retention guidance includes frequent, structured status checks, self-evaluation and planning for the next step on the career ladder and ongoing job coaching can help improve job performance and avoid employment disciplinary issues. All career services and referrals to training are available to TANF recipients across the state. Job Service AJC's have invited additional JOBS contractor staff to the local offices to strengthen partnerships and to promote and explain all the services available to TANF recipients. These collaborative meetings have been received well and additional co-enrollments are expected to increase in particular with WIOA Youth services.

The Parental Responsibility Initiative for the Development of Employment (PRIDE) is a program administered by Job Service ND through a contract funded with TANF funds. The program is a partnership between Job Service ND, the district courts, and the North Dakota Department of Human Services, helps noncustodial parents find employment or better paying jobs so they can meet their child support obligations. In addition to increasing child support collections, PRIDE helps increase parent visitation time with children, while reducing court time and reliance on public assistance such as Food Stamps, Temporary Assistance for Needy Families (TANF), and Medicaid. Participants in the PRIDE program receive Wagner Peyser career services and referrals to WIOA training. Participants with a disability receive referrals to Vocational Rehabilitation. Participants who lack a high school diploma or equivalent, are referred to Adult Education.

Because North Dakota WIOA Adult funds are so limited, only low-income or basic skills deficient individuals are enrolled into individual career services and training. Training services are approved for in-demand occupations in North Dakota. Core programs, WIOA Adult (low-income only) and WIOA Youth have collaborated with mutual customers for many years, even before the passage of WIOA. Vocational Rehabilitation and WIOA Adult funds share training costs through co-enrollment, WIOA Adult (low-income only) and WIOA Youth funds assist with the costs of GED testing for participants enrolled in Adult Education.

Core partner staff are well informed of additional referral sources when encountering homeless individuals seeking employment. Many partner staff are members on their area homeless coalitions and referral contacts. Staff also participate in veteran stand down events to reach out to

homeless veterans and offer employment assistance. The SHARE network is a resource for a variety of community based services such as food pantries, homeless and domestic violence shelters and clothing. Connecting homeless individuals with the necessary immediate services will strengthen the effect of the AJC career services. In collaboration with the North Dakota Department of Corrections and Rehabilitation, JSND staff participates in a coordinated effort to assist ex-offenders find employment through the Transition from Prison to Community initiative. Services provided include resume and interview assistance explaining ex-offender status. Information is provided to promote the use of WOTC and federal bonding. There are special Second Chance job fairs arranged to connect ex-offenders with employers and employment opportunities. An informational flyer has been created to assist an individual with previous criminal convictions communicate in a job interview. See flyer.

<http://www.jobsnd.com/sites/default/files/Overcoming%20Criminal%20Convictions%20JSND6155.pdf>

Based on U.S. Census Bureau data for 2012-2016, 5.6% of North Dakota's population is identified as Language other than English spoken at home. For this targeted population group, Core Partners makes every attempt to ensure the needs of customers with limited English speaking skills are met. New Americans will receive job search assistance, have access to Rosetta Stone software and are referred to Adult Learning Centers for English literacy services. To provide interpretation services in a timely manner, JSND utilizes language identification cards, CTS Language Link interpreting services, free online translation software. All interpretation services are provided free of charge to the recipient. Services are provided in coordination with partners with special programs, such as, the Lutheran Social Services Refugee Program, cultural diversity centers, and the Adult Learning Centers. English as a Second Language classes are provided by Adult Learning Centers. A basic skills class curriculum, funded by PY 13 WIA Incentive dollars, continues to be offered to New Americans and in the Fargo Adult Learning Center. Job Service AJC staff are available as requested to participate in the class and present job search information. The class covers basic work skills to include but not limited to soft skills, basic work math, reading, writing, transportation, interviewing, application process, childcare needs and computers. The class curriculum rotates every six weeks.

Job Service AJC staff provide a variety of labor exchange services UI claimants. The most common service is to assist a UI claimant with the requirement to register on the Job Service ND Virtual One-Stop (VOS). VOS is the electronic labor exchange system. Staff assist UI claimants with the online registration and provide assistance creating a resume. VOS has a virtual recruiter feature that will notify UI claimants of new job openings that meet their search criteria. Additional services to UI claimants include assistance to create resumes for each type of employment that a UI claimant is seeking and techniques for improving interviewing skills for UI claimants. Online/electronic applications are prevalent with many employers and this application process is often problematic for UI claimants that lack computer literacy. Job Service AJC staff are familiar with the local employer requirements and assist with this online application process. Social media is discussed as a means to broaden a UI claimant's job search.

In January of 2017, North Dakota began receiving Reemployment Services and Eligibility Assessment (RESEA) funds. North Dakota had not applied for an RESEA grant for several years. The grant is providing services to all UI claimants who are not job attached and reside in the state.

UI claimants have a series of “How To” instructional videos to assist with the UI claims filing process and weekly certification. The videos are posted on the Job Service webpage jobsnd.com. The topics include:

- Creating a State of ND Login
- UI ICE Overview: How to File for Unemployment Insurance in North Dakota
- Filing a Claim Online Using the UI ICE Website
- I Filed My Claim, Now What Do I Do?
- Filing A Weekly Certification Using the UI ICE Website
- Helpful Tips for Job Attached Claimants

UI claimants receive referrals to WIOA Dislocated Worker for upgrade training for in-demand occupations. Out of area job search and relocation support services are provided as needed. Referrals are also provided to core programs for partner services such as increased academic skill and GED or vocational rehabilitation services that support their job search activities.

Resources are available to UI claimants on various job seeking topics such as the importance of soft skills, quantifying and measuring occupational skills and accomplishments. For UI claimants with a criminal record and ex-offenders, guidance is provided on how to overcome this barrier to employment on applications and during interviews.

Registered Apprenticeship integration with core programs has made improvements. The Apprenticeship Accelerator grant and Governor’s Set-aside funds have made strides with outreach to employer groups, education and workforce partners to promote Registered Apprenticeship. The funds were used to create a bridge and liaison between the State Director of Registered Apprenticeship, the Department of Commerce and the core program staff. This connection resulted in coordination of the first Registered Apprenticeship and WIOA funding for on-the-job training, ITA’s and support services. North Dakota has a new Registered Apprenticeship brand. Information will continue to be shared and training provided to increase the knowledge and outreach to employers by core partner business service staff to promote Registered Apprenticeship. Department of Commerce staff have training Job Service AJC staff on the DOL Registered Apprenticeship Standard Builder online tool to assist employers looking to start new registered apprenticeship programs.

AJC staff identify and refer individuals with disabilities who meet the employers’ qualifications. In coordination with Vocational Rehabilitation, individuals who are not job ready may receive career services, training and supportive services, including assistive technology, necessary to enhance their marketable work skills. Core program staff are involved in a variety of community and public service clubs and will continue to promote the capabilities and employment of individuals with disabilities. The PY 15 WIA Annual Report indicated that 58 percent of all enrollments were individuals with disabilities; WIA Adult enrollments were 52 percent, WIA Dislocated Worker enrollments were 7 percent and WIA Youth enrollments were 75 percent.

Employers frequently utilize the Job Service AJCs for onsite hiring events and job fairs. Onsite hiring events and job fairs are posted on the Job Service ND website. The information on

upcoming hiring events and job fairs is available for all core partner staff to assist with employment activity with all program participants.

In an attempt to promote partner collaboration and meet the current workforce needs and activities across the state, the Adult Education Office supports the five targeted industries determined by the WIB and directs the local programs to provide information to unemployed students/participants about those areas first, and then to the remaining list of high demand, high need career clusters determined by Labor. Additionally, each local program advisory board discusses local workforce needs and the best methods to meet those needs.

Per the WIOA, in addition to offering academic instruction, all programs offer and enroll students/participants in career pathways classes according to their need and interest. This may include career exploration, skill development, career assessment, placement services in concert with partner agencies, integrated employment and training.

B. The Strengths and Weaknesses of Workforce Development Activities

Provide an analysis of the strengths and weaknesses of the workforce development activities identified in (A) above.

One of the greatest assets of North Dakota's workforce system is a culture of strong communication and partnership between agencies and programs. The Workforce Leadership team entities, Job Service ND, Adult Education, Career & Technical Education, Department of Vocational Rehabilitation, Department of Commerce Workforce Division and Higher Education meet monthly to strengthen and continually analyze the State's workforce development activities. The Team identifies and develops strategies to address North Dakota's current and emerging workforce needs and work collaboratively to develop and implement strategic, goal-oriented action plans that strengthen the state's workforce and reduce duplication of effort within workforce programs.

The level of support from economic development, education, and business leaders for workforce programs has been consistently strong. There is a healthy partnership at the state-level between the core programs, with strengthening interest from our non-core partners to collaborate, leverage resources and improve outcomes across all programs. Professional staff work tirelessly to remove barriers and maximize resources to improve services to the customer, both the employer and the worker.

North Dakota strives to build partnerships for future workforce needs and opportunities. WIOA core and required programs will enhance linkages between employers, students, parents and schools for shared understanding of workforce needs and opportunities. Efforts will include identifying working situations between education entities and industry to showcase relationships in career training.

In order to assess and analyze gaps between labor supply and demand to provide programmatic offerings, partnerships with economic development leaders will be strengthened to further understand local workforce. Untapped labor pools such as Native Americans, New Americans, Individuals with Disabilities and workers pursuing a second career will be promoted. Efforts will be made to expand training and work-based learning opportunities for the mentioned populations through Vocational Rehabilitation, Adult Education Centers, Job Service ND, TrainND and the state's public, private and tribal colleges and universities. Strengthening the use and availability

of registered apprenticeships with co-enrollments by all core and required partners will fill a workforce need in the state which has been underutilized.

In January 2016, the number of North Dakota AJC's was reduced from sixteen to nine, affecting rural areas. Rural communities present a number of challenges for our workforce programs. Reduced resources and staffing levels will result in less services provided to these communities and customers will rely on online services more and more. Rural communities may have higher instances of poverty and unemployment, lower education levels, and a generally higher need for services.

Because North Dakota is rural, there are limited public transportation options available. The North Dakota Department of Transportation reports that although all counties in North Dakota have transit services such transportation is for limited time periods for as low as three days per week. Urban centers with fixed route and paratransit center that operates six days per week include Minot, Bismarck, Fargo and Grand Forks. One of the top reasons riders in North Dakota use public transportation is to attend training or employment. These fixed route systems are experiencing budget shortfalls and have proposed limitations to public transportation to include limiting fixed bus routes from 7am to 7pm. Many sectors need employees to work beyond 7:00 p.m. and without public transportation are unable to attract a sufficient applicant pool for available positions. Residents of rural counties need to travel to more urban settings to receive training and support services that support their efforts to gain employment. Once training is completed these same individuals then need to secure reliable transportation for work opportunities. The lack of transportation is particularly a problem in Indian Counties with the reservations located in more isolated rural parts of the state without fix route public transportation. Many individuals living on the reservation have higher rates of poverty and the lack of public transportation severely limits their ability to seek and accept employment.

Job Service ND has experienced business services staff who are competent in engaging employers to meet their labor exchange needs. The challenge facing Job Service ND is transitioning the employer services to focus on and promote WIOA work-based learning activities. To meet the intention of WIOA, business services staff will need to take a more active role to promote the work experience activities, especially for WIOA Youth. The 20% WIOA Youth expenditure will require a collaborative effort to continue to meet this requirement.

Registered Apprenticeship integration with core programs has made improvements. The Apprenticeship Accelerator grant and Governor's Set-aside funds have made strides with outreach to employer groups, education and workforce partners to promote Registered Apprenticeship. The funds were used to create a bridge and liaison between the State Director of Registered Apprenticeship, the Department of Commerce and the core program staff. This connection resulted in coordination of the first Registered Apprenticeship and WIOA funding for on-the-job training, ITA's and support services. North Dakota has a new Registered Apprenticeship brand. Information will continue to be shared and training provided to increase the knowledge and outreach to employers by core partner business service staff to promote Registered Apprenticeship.

In November 2017, the new WIOA compliant State Board, the Workforce Development Council, had its first meeting. The meeting's focus was to present workforce data and information for membership to use in future strategic planning activity. Once North Dakota's workforce priorities are identified through the Workforce Development Council and the Executive

Committee, Governor Set-Aside funds will be utilized to implement workforce initiatives and strategies in the state. The intent is for the initiatives to be outcome based and focused in order to make significant differences “to move the needle.”

C. State Workforce Development Capacity

Provide an analysis of the capacity of State entities to provide the workforce development activities identified in (A) above.

North Dakota’s capacity to provide workforce development activities is strong. The ND Workforce Leadership Team has been in existence for over four years and spent many hours assessing the state of North Dakota’s education and training system to come up with a Strategic Plan. The Team includes representation from Department of Commerce, Career and Technical Education, Vocational Rehabilitation, Job Service ND, Adult Education, Higher Education and Workforce Training.

The agencies responsible for the WIOA core and required program in North Dakota include: • Job Service ND (which has responsibility for the majority of the WIOA core and required programs, such as WIOA Title I, Wagner Peyser, Local Veterans’ Employment Representatives and Disabled Veterans’ Outreach Program, Trade Adjustment Assistance Programs and Unemployment Compensation Programs including RESEA • The Department of Human services (which has responsibility for Vocational Rehabilitation, SCSEP, Temporary Assistance for Needy Families, and Supplemental Nutrition Assistance Program) • The Department of Commerce (Community Services Block Grant) • The Department of Public Instruction (Adult Education), and • Motivation, Education and Training (National Farmworker Jobs Program)

Job Service ND oversees the nine American Job Centers in the state. This number is down from sixteen in January 2016 when budget constraints resulted in seven office closings. The current Job Service AJC’s are staffed by 75 staff funded by WIOA Title I and Title III, JVSJG, TANF E & T, TANF discretionary and SNAP E & T. AJC Management staff worked and continue to work to outreach to these mostly rural areas. Partnerships were made with libraries, economic development and city halls to offer serve as their citizens. AJC staff have provided training on workforce training programs and online labor exchange on jobsnd.com. The Job Service ND website allows for self-service job search 24 hours a day, 7 days a week, from anywhere internet access is available. Jobsnd.com links to the online labor exchange system for individual job search and employer job posting activities. Job seekers can use jobsnd.com to create résumés and conduct automated job searches. Additionally, job seekers can become aware of education and training programs available and view labor market information such as high-demand occupations, current wages and training required. Job seekers can also explore career options, find direction to veteran services, and access community resources.

Each Job Service AJC has a resource area with computers available for individual self-service. Resource area staff promote tools to assist individuals in making career choices such as the RUPrepareND.com, resume writing software, myskillsmyfuture.org, and mynextmove.org. The resource areas also offer a wide variety of printed materials. Resource area staff is available for assist those who lack computer skills to conduct their job search or to file an unemployment insurance claim. Job Service AJC staff assist customers with complex online job applications.

Job Service AJC staff provide the WIOA career services and enroll into training. Resource room staff and case managers are knowledgeable of the services available from the core program

partners. Local partner program staff have been collaborating for many years under WIA and continue with stronger purpose under WIOA.

Customers can improve their computer skills by using Microsoft Digital Literacy (www.microsoft.com/digitalliteracy), offered as part of the Microsoft Digital Alliance with North Dakota. Whether customers are new to computers or seasoned users, there is a wealth of information that may be beneficial. Topics include computer basics, the internet and world-wide-web, productivity programs (Word, Excel, PowerPoint, Access), and computer security and privacy.

NDVR operates as a division housed in the state's Department of Human Service (DHS). The North Dakota Department of Human Services operates eight regional human service centers (HSC). Each serves a designated multi-county area, with programs and services to include adult services, developmental disability services, child welfare services, children's mental health services, serious mental health care coordination, acute clinical services, substance abuse services, and crisis and emergency response services. NDVR rehabilitation counselor offices are located in each of the eight HSC. Supervision and direction of the rehabilitation staff is provided by staff located in NDVR's State Office. NDVR has developed working arrangements with 18 CRPs and monitors their performance through monthly reports submitted for each individual served and through VR counselor comments and observations of CRP performance and training needs.

Vocational Rehabilitation services in North Dakota are provided through a single Combined VR agency serving individuals with disabilities including consumers that experience a significant visual impairment. NDVR serves individuals with disabilities that constitute or result in substantial barriers to employment. Individuals present with either a single or multiplicity of disabilities that include, but are not limited to alcohol dependency, mental health disorders, learning disabilities, diabetes, deafness, amputation, and traumatic brain injury. NDVR provides services such as counseling and guidance, assessment, vocational training, post-secondary education, transportation, personal assistance services, and job placement. Through customer informed choice and in partnership with their VR counselor, individuals with disabilities are able to create an individualized plan for employment, maximize their potential, and reach the goal of competitive integrated employment. Service identification is determined through a comprehensive assessment of the individual needs and interests based upon vocational goal selection. Comparable benefits are sought prior to the expenditure of program funds for nonexempt services.

The VR agency also provides more specialized services to individuals with significant targeted to their specific populations. For example, the NDVR provides a myriad of educational and training programs such as the Blindness Skills Training, Assistive Technology Training, and Low Vision Services to individuals that experience significant vision loss. Specialized technical assistance and training support is provided to provide Supported Employment to individuals with the most significant disabilities that result in competitive and integrated employment. DVR takes very seriously its responsibility to provide high quality services to all individuals with a disability. DVR has forged a strong relationship with agencies such as the North Dakota Vision Services/School for the Visually Impaired and Community Rehabilitation Programs that provide service to individuals with Intellectual Disabilities.

Forty-two full time VR counselors are employed by the division with their offices located in the eight larger communities in the state. These VR counselors work closely with staff from JSND and the Adult Education Programs located in these same communities. Staff and fiscal resources are leveraged by all three agencies to provide workforce service to the business community, individuals with disabilities, populations receiving state economic assistance to include TANF and New Americans. NDVR is currently operating in an approved Order of Selection with all categories open. Increased operating and cost to provide case service will result in the agency potential to close up to two categories during the life of the Unified Plan.

The state Adult Education unit is part of the ND Department of Public Instruction. Adult Education receives federal and state funds to provide academic and career related skills to students over the age of 16 who are not enrolled in high school and lack a high school equivalent, career skills. Additionally, the adult education system offers the same services to students who are unable to speak, read, write or comprehend the English language and have a barrier to employment, community participation and family literacy.

Under WIOA, ND Adult Education held a formal competition for local programs in December 2016; upon completion of the RFP process in accordance with guidance from OCTAE, eight (8) regional adult learning centers and three satellite programs were awarded funding to provide services. The ND Department of Corrections and Rehabilitation applied for and was awarded funding under WIOA to provide services within correctional education. The Fargo Adult Learning Center applied for and was awarded funding to provide Integrated English Literacy and Civics Education (IELCE) under separate WIOA funding. With partners, Adult Education provide the WIOA career services and refer for training enrollment when eligible, as all staff have been provided information and knowledge of the services available from core program partners. Local partner program staff have been collaborating for many years under WIA and continue with stronger purpose under WIOA.

Students/participants can improve their computer skills by using Microsoft Digital Literacy (www.microsoft.com/digitalliteracy), offered as part of the Microsoft Digital Alliance with North Dakota. Topics include computer basics, the internet and world wide web, productivity programs (Word, Excel, PowerPoint, Access), as well as essential digital literacy skills necessary for success in the workplace and college.

Performance is validated through onsite monitoring of local programs, data audits through the statewide student management system — LACES, OCTAE negotiated performance measures, and also through GED Analytics, a product of GEDTS.

b. State Strategic Vision and Goals

The Unified or Combined State Plan must include the State's strategic vision and goals for developing its workforce and meeting employer needs in order to support economic growth and economic self-sufficiency. This must include—

1. Vision

Describe the State's strategic vision for its workforce development system.

Doug Burgum took office as the 33rd governor of North Dakota on December 15, 2016. This was his first run for political office. Prior to his service as Governor, Burgum helped lead Great Plains Software from a small startup company in 1983 into an award-winning tech firm that employed thousands of team members from more than 220 cities across North Dakota. Burgum led Great Plains as CEO through its initial public offering in 1997 and acquisition by Microsoft Corp. in 2001. He remained at Microsoft as senior vice president through 2007, helping the company stake a leading position in the global business applications software industry.

Burgum brings a business leader's approach to diversifying the economy, creating 21st century jobs, and revitalizing our main streets. During his State of the State speech in January of 2018, Burgum articulated his vision for the state:

“Our administration is adopting a purpose statement and that purpose statement is simple. Six words. Empower people, improve lives and inspire success.”

Governor Burgum's success in the private sector can be connected to his people-centric philosophy. Under this leadership, Great Plains was named to FORTUNE magazine's list of "100 Best Companies to Work for in America" four times, a distinction also held by Microsoft Corporation during Burgum's tenure there. Governor Burgum is bringing this principle to life through the five “cultural aspirations” that were created through a collaborative process that engaged his cabinet and extended leadership teams across the state. These six cultural aspirations include:

1. Work as One -We understand that diverse teams working together across, divisions and departments can bring all of the resources of our state to serve our citizens best. Being inclusive and sharing information provides a better outcome and is crucial to innovation.
2. Citizen Focused -We strive to deliver the best service, with the right balance between technology and citizen facing time. With simplification at the core; we listen, design, create and deliver with citizens at the center of our work.
3. Growth Mindset - We are curious. We learn from each other, finding the genius in what's been done, eager to improve upon it. We feel supported and have courage to take risks with accountability, learning and applying the learning as we move ahead.
4. Make a Difference -We are focused on the impact of each activity, program and interaction using data and analytics to identify priorities and measure outcomes. Continually striving for improvement and impact, effort alone does not equal success.
5. Leadership Everywhere - We lead by example, promote team spirit and hold ourselves and others accountable. We have gratitude, empower each other and view failures as learning opportunities. We are humble, transparent, focused, and trustworthy.

In addition to these cultural aspirations, Governor Burgum has declared five strategic initiatives, all of which relate in some way to North Dakota's workforce plan:

1. Reinventing Government: Gov. Doug Burgum has called on lawmakers to join him in his quest to reinvent state government. He has challenged his cabinet to think about how to make tough decisions, how to drive change, be in a relentless pursuit of the exceptional. “Anything being done simply because ‘that's the way we have always done it’ should be and must be rigorously and respectfully questioned,” Burgum said. “And no matter what, we must have the

courage to admit that we can always do better.”“Right now is the time to right-size government, to balance our budget without raising taxes, to fund our priorities and do more with less,” Burgum said.

2. Transforming Education: Governor Burgum has made three significant commitments to ensure that North Dakota’s educational system connects directly to the development of a 21st Century workforce.

First, in September 2017, Governor Burgum created the Innovative Education Task Force to underscore North Dakota’s commitment to leading the nation in innovative education. The Innovative Education Task Force is made up of education, youth development, business and community leaders. The task force is charged with creating a system to identify and support schools and districts implementing innovative practices, and with providing direction on how state government can empower districts to adopt student-centric learning practices designed to support a 21st century economy impacted by rapid technological change. The core mission of the Task Force is to advance innovative initiatives in education, empowering authentic learning experiences that prepare students to be contributing global citizens and lifelong learners. The Task Force will also seek to highlight best practices and provide state government direction on policy development and alignment with the educational needs of the 21st century. Governor Doug Burgum and state Superintendent of Public Instruction Kirsten Baesler applaud the Presidential Memorandum aimed at expanding access to Science, Technology, Engineering and Mathematics (STEM) education and recognizing the important role it plays in developing a new generation of citizens contributing to the American economy. “We’re grateful to the administration for placing such strong emphasis on STEM education, which dovetails with our own efforts to promote innovative, project-based, experiential learning opportunities that better prepare students for lifelong learning in the 21st century economy,” Burgum said. The initiatives include:

- Empower high-quality STEM education, with a particular focus on computer science, as one of the Department of Education’s priorities.
- Establish a goal of devoting at least \$200 million per year in grant funds towards this priority.
- Explore administrative actions that will add or increase focus on computer science in existing K-12 and post-secondary programs.

Second, In May 2017, Governor Burgum created a task force dedicated to supporting the development of technologies to detect Unmanned Aerial Systems (UAS) and counter the nefarious use of UAS. The UAS Detection and Counter-UAS Task Force will explore government, business and research opportunities in the rapidly evolving field, while also working to accommodate UAS operators who want to test UAS detection and countermeasures in North Dakota. Task force members will include representatives from the governor’s office, the test site, North Dakota University System, North Dakota National Guard and the UAS industry. The University System Chancellor will serve in an advisory role. Governor Burgum encourages the task force to seek participation from government, academia and the private sector, and to coordinate with a wide cross-section of stakeholders and experts, including but not limited to the North Dakota congressional delegation, U.S. Department of Defense, Department of Homeland Security — including Customs and Border Protection — and other entities as the task force sees fit.

Third, in November 2017, Governor Burgum signed an executive order creating a task force to assess the existing governance structure for higher education in North Dakota and determine if changes are needed to ensure the system meets the state’s educational and workforce needs in the

21st century. The Task Force for Higher Education Governance will consist of 15 members appointed by the governor, representing the interests of students, faculty, the business community and all branches of state government. “Building a 21st century workforce and economy requires us to examine our current approach to higher education, including how our 11 public colleges and universities are being governed and whether the system is operating to its fullest potential,” Burgum said. “This task force will determine whether our current higher education governance structure — now nearly 80 years old — is best able to meet North Dakota’s growing educational and workforce needs.”

3. Tribal Partnerships Governor Burgum is committed to promoting greater understanding of North Dakota's Native American tribes and highlighted opportunities for collaboration between state and tribal governments. In January of 2018, he convened a first-of-its-kind conference on strengthening government-to-government partnerships and relationships. Topics discussed during the conference included treaties, federal partnerships, urban Native American issues, workforce development, child welfare, law enforcement, tribal consultation, energy, historic preservation, sovereignty and governance. Governor Burgum understands that the well-being of North Dakota Tribal people equates the well-being of the state. Indian Affairs Commission Scott Davis stated, “We’ve come a long way in the past year, and conferences such as this create a better understanding and a path forward for relationships, workable solutions and partnerships built on understanding, empathy and mutual respect.” “I know the door is open for me again,” Spirit Lake Nation Chairwoman Myra Pearson said during a panel of tribal leaders. Jamie Azure, chairman of the Turtle Mountain Band of Chippewa, called the event a “healing ceremony” and said the face-to-face interactions will promote partnerships between governments. “This is truly the first step,” Azure said. Mark Fox, chairman of the Mandan, Arikara and Hidatsa Nation, said tribal leaders had long struggled to build a bridge between tribes and the state. Fox and other tribal leaders commended Governor Doug Burgum for making tribal engagement a priority and encouraging communication and understanding. “You have to understand where you come from or what has happened so you can change where you want to go,” Fox said.

4. Behavioral Health and Addiction Recognizing that behavioral health and addiction impact the state’s ability to achieve it’s vision, including but not limited to the impact these issues have on the workplace, within a month of taking office, Governor Doug Burgum and First Lady Kathryn Helgaas Burgum brought together health professionals, tribal leaders and others from across the state this week to discuss a collaborative approach to facing addiction in North Dakota communities. “The Governor and I pledge to work to reduce the social stigma surrounding addiction and treat it like the chronic disease that it is,” Kathryn said. “We envision a state where prevention works, treatment is effective and people recover from addiction.”

In January 2018, Governor Doug Burgum signed an executive order creating the Office of Recovery Reinvented to promote strategic and innovative efforts to eliminate the shame and stigma associated with the disease of addiction. The Office of Recovery Reinvented will develop and execute initiatives that complement the governor’s strategic initiative focused on behavioral health, including recovery from the disease of addiction. The Office will collaborate with executive branch agencies, advocates, volunteers and others on various initiatives, pursuing opportunities to launch cost-effective, grassroots efforts that increase education and awareness of addiction. “The disease of addiction is a significant yet often unmeasured cost that impacts the delivery of government services, from health and human services to corrections, education and more,” Burgum said. “To reinvent government, we must comprehensively reinvent how we

approach the disease of addiction. The Office of Recovery Reinvented will help catalyze our strategic efforts to strengthen recovery services and eliminate the shame and stigma of addiction.”

“The disease of addiction impacts families, businesses, communities and tribal nations across our state,” First Lady Helgaas Burgum said. “Creating this office will lead to greater action and awareness that treatment can work and recovery is possible. Lives can be saved by eliminating the shame and stigma surrounding addiction.”

5. Main Street Initiative (MSI). Finally, Governor Burgum’s “Main Street Initiative” is an effort to preserve the health and vitality of North Dakota’s more rural communities by empowering local leaders and communities to help attract 21st century workforce and compete in the global economy.

The MSI has three components, all of which directly or indirectly relate to the state’s workforce plan: First, smart and efficient infrastructure — Governor Burgum believes that building smart, efficient infrastructure starts by examining the full costs, return on investment, and sustainability of our growth patterns, including all parts of North Dakota, from large metro areas to small towns. The basic premise of this pillar is that the creation of mixed-use city centers and neighborhoods maximizes existing infrastructure, which is a clear economic benefit for taxpayers. This strategy of infilling existing spaces with diverse retail and housing opportunities reduces long-term costs for city government, benefits tourism and business and fosters the kinds of creative spaces, arts and culture that attract people of all ages.

The second pillar of the MSI is the creation of healthy, vibrant communities. Governor Burgum acknowledges that in order to attract and retain quality talent, North Dakota needs to create cities with vibrant cores, and that these unique places and spaces become the differentiator that helps lead to healthy fiscal — and physical — communities.

The third pillar of the MSI is a 21st Century Workforce. North Dakota’s economy is changing, and, now more than ever, a skilled workforce is vital to the success of any company — big or small. In industries like energy, agriculture, healthcare, unmanned aerial systems, biotech, cybersecurity, manufacturing and engineering, Burgum states, we are seeing the emergence of new solutions built on innovative ideas.

With these cultural aspirations and strategic initiatives to guide our work, Governor Burgum’s vision for workforce development in North Dakota will result in a plan that: 1) identifies what matters most, with targeted, actionable goals accompanied by measurement and accountability systems; 2) acknowledges that tackling this issue requires collaboration across many state agencies; and goes beyond what has been done, and 3) demonstrates a new and innovative approach to thinking.

Governor Burgum’s enthusiasm for the future is captured by his final comment in his January 2018 State of the State address: “The State of the State is one of unlimited promise and potential, provided that we embrace change, we diversify our economy, and we harness the unstoppable forces of technology. “

2. Goals

Describe the goals for achieving this vision based on the above analysis of the State's economic conditions, workforce, and workforce development activities. This must include—

- A. Goals for preparing an educated and skilled workforce, including preparing youth and individuals with barriers of employment* and other populations.**
- B. Goals for meeting the skilled workforce needs of employers.

* Individuals with barriers to employment include displaced homemakers; low-income individuals; Indians, Alaska Natives, and Native Hawaiians; individuals with disabilities, including youth who are individuals with disabilities; older individuals; ex-offenders; homeless individuals, or homeless children and youths; youth who are in or have aged out of the foster care system; individuals who are English language learners, individuals who have low levels of literacy, and individuals facing substantial cultural barriers; eligible migrant and seasonal farmworkers (as defined at section 167(i) of WIOA and Training and Employment Guidance Letter No. 35-14); individuals within 2 years of exhausting lifetime eligibility under the Temporary Assistance for Needy Families Program; single parents (including single pregnant women); and long-term unemployed individuals.

** Veterans, unemployed workers, and youth and any other populations identified by the State.

The Unified State Plan provides focus on integrating the Governor's vision for job creation for emerging careers in the fossil fuels and renewable energy sector, healthcare sectors, advanced manufacturing sector, value-added agriculture, transportation and information technology sector. The Workforce Innovation and Opportunity Act will support training opportunities for public assistance clients, low income individuals, veterans, migrant and seasonal farm workers, and American Indians.

The Governor identifies the targeted industries of advanced manufacturing, value-added agriculture, energy, technology-based business and tourism as the drivers of the North Dakota economy. The Governor's vision of bringing together all key players is illustrated through his leadership in working with key industries in the State and effectively addressing specific workforce issues.

Great state success is attributed to three essential strategies for continued economic growth in addition to the five targeted industries. This holistic approach is intended to create jobs across all industries and sectors. 1. Sustaining a positive business climate. 2. Investing in research and development in the private sector and the university system. 3. Building on our success in the global marketplace by linking North Dakota businesses with foreign buyers. The North Dakota Talent Initiative's role of the workforce development and workforce training system in North Dakota is to prepare the workforce. Workforce intelligence was identified as an essential component to the success of the Talent Initiative. Major outcomes for the effort included: • Increase the quantity and

quality of North Dakota's workforce. • Transition from a workforce to a talent force through a workforce improvement focus. • Reduce Unemployment in counties and areas of the state with current unemployment above the state average.

The North Dakota Department of Commerce, Division of Workforce Development developed and implements a system of performance and accountability measures for the state around workforce development, workforce training and talent attraction. Each workforce development, workforce training and talent attraction partner cooperates in providing the data necessary to implement these measures as pursuant to NDCC 54-60-19. The Department of Commerce, Division of Workforce Development shall consider these reports in preparing the Consolidated Biennial Statewide Strategic Plan for the state's system for workforce development, workforce training and talent attraction. In addition, before November first of each even-numbered year, the Department of Career and Technical Education, Job Service North Dakota, the Department of Commerce, Department of Public Instruction, Department of Vocational Rehabilitation and the State Board of Higher Education shall present their agencies' workforce-related budget initiatives for the upcoming biennium, including alignment of their initiatives with the Consolidated Biennial Statewide Strategic Plan, to the North Dakota Workforce Development Council. The North Dakota Workforce Development Council members shall consider potential areas for collaboration.

In November 2017, the new WIOA compliant State Board, the Workforce Development Council, had its first meeting. The meeting's focus was to present workforce data and information for membership to use in future strategic planning activity. Once strategic initiatives are identified through the Workforce Development Council and the Executive Committee, Governor Set-Aside funds will be utilized to implement workforce strategies in the state.

The Workforce Development Council will approach establishing workforce priorities and goals outcomes based on impact versus activity. According to the National Governor's Association, most states take an uncoordinated approach to workforce strategy. The Council will use data and an evidence based approach to forming strategy through a priority focus rather than a program focus. When determining workforce goals and priorities, underutilized populations will be considered as solutions for the State's workforce shortages. Aligning resources and partnering with other State Agency efforts such as the Department of Corrections, TANF and Adult Education services for English Language Learners, Native Americans and individuals struggling with addiction will be given strong consideration. Goals will be formed with consideration on what drives the economy and supports the Governor's Vision.

Governor Burgum has provided his expectations to the Council when creating the Workforce Strategic Plan and Goals. Those expectations are the plan will be:

Strategic — A plan that identifies what matters most, with targeted, actionable goals accompanied by measurement and accountability systems

Cross-cutting — A plan that acknowledges that tackling this issue requires collaboration across a number of state agencies

Innovative - A plan that goes beyond what has been done, and demonstrates a new approach to thinking

Governor Burgum set his guidelines for the Council to follow in the Strategic Planning process. His guidelines are:

- The Plan is based on a thorough understanding of North Dakota workforce needs, supported by data and evidence
- The Plan maximizes state and federal resources
- The Plan emphasizes industry-led solutions
- The Plan includes matching educational needs with workforce needs

Nursing Shortage

In recognition of a shortage of healthcare workers in North Dakota, shortly after being sworn into office, Governor Doug Burgum convened a taskforce comprised of a diverse group of stakeholders to examine the issue, identify causes, possible solutions, and to make recommendations to address this critical shortage. The members of the Governor's Nursing Shortage Taskforce include a representative from the Governor's office, ND Center for Nursing, ND Board of Nursing, ND University System, ND Center for Rural Health/UND School of Medicine, ND Long Term Care Association, College and University Nursing Education Administrators, North Dakota Area Health Education Center, ND Hospital Association, Job Service ND, ND Department of Commerce, ND Hospital Association, ND Department of Career and Technical Education, ND Organization of Nurse Executives, and ND Chapter National Association of Directors Nursing/Long Term Care.

Throughout the summer and fall of 2017, the taskforce identified the drivers and potential ways to address these drivers, then presented their preliminary observations to more than nine separate stakeholder groups for feedback. A survey was designed to collect reactions to the preliminary report, as well as new suggestions and ideas. More than 200 individuals provided feedback. The taskforce's preliminary report was revised to reflect that feedback.

The preliminary report was provided to Governor Burgum and the Director of the Department of Health. The following three themes and actions were finalized.

Theme 1 Entry into Nursing Program Develop and implement a standard nursing program application and coordinated application review/acceptance system (including application deadlines). Verify that there is a consistent pre-nursing curriculum across all programs and standardize pre-nursing curriculums. Phase 1: Design system (automated) Phase 2: Implement system Finalize career pathway map (including CNAs) and develop distribution strategy for maximal impact. Study impact of prioritized acceptance of ND high school students into North Dakota nursing programs, including success and retention rates, student loans, etc. Study the impact of health science CTE classes on students entering nursing programs in ND

Theme 2: Expanding Program Capacity, Focusing in Rural Areas

Explore the impact and lost revenue to ND education programs of out-of-state utilization of ND clinical sites. Promote development of remote nursing education programs sites to address rural needs, including a comprehensive study to determine which programs possess this capability; cost; facility needs/benefits; framework for connecting programs

with partners; etc. Promote development of additional rural clinical sites, including housing and community inclusion programs. Promote development of financing opportunities, tax incentives, loan re-payment programs (FACULTY) Develop a best practice model for a “dual role” practitioner/faculty member and pilot. Refine and implement “dual role” model. Study attrition and graduation rates for nursing programs to determine whether our existing capacity is optimized.

Theme 3: Develop strategies to retain North Dakota nursing program graduates and practicing nurses.

Address salary disparity through creating a mechanism to assist healthcare organizations in evaluating the return-on-investment that could be achieved when replacing the cost of traveling nurses with pay increases for local, permanent staff. Develop a comparison chart of map to provide the clinical practice hours and required contract hours of ND in comparison with other states. Include obtaining, maintaining and reactivating a nursing license. Promote development tax incentives for employer/employee, and student loan repayment programs contingent upon ND retention for period of time. Develop a framework for organizations to assess and improve workplace culture, accompanied by a designation acknowledging the attainment of a best-practice nursing culture. Study the reason for post-graduation nurse exits to determine reasons for nurses departing the STATE (after graduation). Study the reason practicing nurses are leaving the WORKPLACE, including reason for them leaving the employer (salaries, preceptors, mentors, orientation, nurse residency, flexibility, work-life balance, incivility, safety, travel, etc.). Develop strategies to address issues identified in the study. Study populations with barriers to employment such as New Americans, Native Americans to determine if there are opportunities to engage them more in the nursing profession. Study barriers to success of tribal programs, including federal grants, nursing programs (faculty salary, retirements), etc.

Access to qualitative and quantitative labor market information and using this as the basis for all decisions will insure that the workforce delivery system is both responsive to the employers of the state and to the citizens of the state. The system can make decisions on prioritizations and use of scarce resources. Business and industry will have information on their talent pipeline and workers and youth will have information on which occupations and industries are high-growth and expanding in the state. This will support the state’s vision by insuring that the system partners are focusing on delivery of services that support skill development which will lead to employment.

GOVERNOR’S VISION FOR YOUTH

In September 2017, Governor Burgum created the Innovative Education Task Force to underscore North Dakota’s commitment to leading the nation in innovative education. The Innovative Education Task Force that will be made up of education, youth development, business and community leaders. The task force will be charged with creating a system to identify and support schools and districts implementing innovative practices, and with providing direction on how state government can empower districts to adopt student-centric learning practices designed to support a 21st century economy impacted by rapid technological change.

The core mission of the Task Force is to advance innovative initiatives in education, empowering authentic learning experiences that prepare students to be contributing global citizens and lifelong learners. The Task Force will also seek to highlight best practices and provide state government direction on policy development and alignment with the educational needs of the 21st century.

Governor Doug Burgum and state Superintendent of Public Instruction Kirsten Baesler applaud the Presidential Memorandum aimed at expanding access to Science, Technology, Engineering and Mathematics (STEM) education and recognizing the important role it plays in developing a new generation of citizens contributing to the American economy. “We’re grateful to the administration for placing such strong emphasis on STEM education, which dovetails with our own efforts to promote innovative, project-based, experiential learning opportunities that better prepare students for lifelong learning in the 21st century economy,” Burgum said. •Empower high-quality STEM education, with a particular focus on computer science, as one of the Department of Education’s priorities. •Establish a goal of devoting at least \$200 million per year in grant funds towards this priority. •Explore administrative actions that will add or increase focus on computer science in existing K-12 and post-secondary programs.

Gov. Doug Burgum joined Governors for Computer Science, a partnership comprised of bipartisan state leaders committed to advancing policy and funding to expand access to, and increase equity in, K-12 computer science education. “Providing access to computer science courses is fundamental to our students’ success and an important part of our focus on innovative education and addressing workforce development gaps in our state,” said Burgum. “Additional exposure to computer science in K-12 will help our students succeed in a 21st century economy where computing is part of virtually every facet of our daily lives.” Goals of the partnership include enabling all high schools to offer at least one rigorous computer science course, funding professional learning opportunities so teachers can be prepared to teach these courses and creating a set of high-quality academic standards for K-12 computer science to guide local implementation of courses. “As Code.org’s Regional Partner for North Dakota, we are excited that Gov. Burgum has joined the GovsForCS partnership to make Computer Science education a priority for all K-12 students,” said Devin B. Holmes, Founder of America Campaign. “In collaboration with TIE, our Teachers Teaching Tech initiative is poised to bring no-cost professional development to North Dakota’s educators and develop more opportunities for students to gain relevant 21st century skills.” Burgum’s participation in the initiative dovetails with an ongoing partnership between North Dakota’s Department of Public Instruction and Microsoft Corp. to expand its TEALS initiative to rural schools. TEALS, which stands for Technology Education and Literacy in Schools, pairs a computer science professional with a classroom teacher to team-teach computer science.

North Dakota is partnering with the nonprofit National Math and Science Initiative (NMSI). NMSI’s mission is to improve student performance in the critical subjects of science, technology, engineering and math (STEM). NMSI’s programs transform teaching, transform schools and are transforming education in the United States. Informational sessions on the programs -- College Readiness and Laying the Foundation - - will be offered to state educators and administrators. The state’s partnership with the National Math and Science Initiative will give elementary, middle school and high school

teachers the intensive training they need to improve math, science and English instruction and aims to boost AP courses in the state.

The Governor supports pathways to education and training through general education diplomas. The college and career readiness standards exemplify the workforce needs of business and industry. The Bank of North Dakota is a valuable partner in the support of students' educational goals by providing financial support to out-of-school youth for the first and final GED test fees. Adult education also receives support from WIOA Title I and Title IV partner core programs. North Dakota ranks among the top in the country of high school students graduating, however, there are young people who drop out-of-school or do not continue on to higher education. The Governor's vision is to identify and reach these out-of-school youth as early as possible to assist them with reconnecting to education and careers.

Higher education also is a key to our state's future. Out-of-school youth are encouraged to seek post secondary education to become more productive, higher-earning individuals for the rest of their lives. In recent years, North Dakota has taken significant steps forward in making post-secondary education more affordable for all of our young people. In 2015 the legislative assembly appropriated \$25 million for needs-based scholarships and instituted merit scholarships totaling \$14 million for students, including students earning a GED, who achieve a 3.0 grade-point average, an ACT score of 24 or three "5's" on the WorkKeys Assessments. Increasing the skills of North Dakota's youth aligns with the Governor's vision for a highly skilled workforce to support the State's economic growth and increases per-capita income.

Incorporating a model of career information and career promotion will insure that students, parents, educators, and other career influencers are aware of the career opportunities which are being created by North Dakota business and industry and the requirements for those opportunities. Two industry awareness efforts, energy and information technology, <http://www.discoverndit.com/>, are in place to inform secondary school youth, parents and teachers of employment opportunities. Both industry awareness efforts started with Governor's state set-aside funds and due to the success, have been sustained. Career and Technical Education provides funding and enables the continuation of the provision of this career information. This effort supports the State's vision by insuring that youth and others have information on careers specific to North Dakota and their region at their disposal. This will assist them in making career choices which will lead to employment in North Dakota.

The Career Outlook is a publication of the North Dakota Department of Career and Technical Education's Career Resource Network. The publication includes a multitude of information that assists youth to research and plan for their career. Youth can complete a self-assessment, a career clusters interest inventory, research occupations, explore options to finance education, military opportunities and employment. The Career Outlook has details about Job Corps and apprenticeship, post-secondary programs and costs. Information is included on WIOA core programs and partners and is beneficial to all individuals engaged in career exploration and the workforce professionals who assist them. <https://www.nd.gov/cte/crn/docs/CareerOutlook.pdf> RUREadyND.com is a software program that the Bank of ND and Student Loans of ND provide to all North

Dakota public and private middle schools and high schools. The program allows access to career exploration, education planning, and ACT test preparation tools. It features sections for students and parents. Youth can explore career and education options, complete an interest profile and a skills survey, and plan for high school and college. A portfolio is created and can be revisited as students make decisions throughout their school years.

The state funded Operation Intern program, <http://operationintern.com/v1/>, offers private businesses up to \$30,000 every two years to fund internships in their companies. Operation Intern is a way to expand Internship and work experience opportunities for North Dakota Higher Education and Secondary students with North Dakota employers. The North Dakota Legislature approved \$950,000 in funding for this program.

The North Dakota Commission on Education Improvement recommends ways to improve the current system of delivering and financing elementary and secondary education, including the equitable distribution of state education dollars. The Commission recognized the need to increase the amount of time available to students for career planning. The relatively high ratio of students to counselors (450 to 1) was reduced to 300 to 1. To help meet that lower ratio a Career Advisor position was created to work under the direction of a school counselor and can be counted for 30% of a counseling programs time. A Career Advisor has received in-depth training in the areas of career development and incorporates career development information or skills in his/her work with students, parents, or school staff. There are 30 trained Career Advisors in schools across the state. There are another 30 trained individuals working in a variety of venues including colleges, both public and tribal, and REAs.

School districts utilized Career Advisors to provide sequential career development activities, current career information, and related career exploration opportunities to students in grades seven through twelve. A career advisor will use computer-assisted career guidance systems and provide career information to students, staff and parents. Other activities include facilitated classroom career exploration activities, maintained student career portfolios, coordinated job shadows, career fairs, college visits, job interviews, administration and interpretation of interest assessments and student preparation with employment-seeking skills. Student benefits from career development activities include a sense of achievement, greater ownership, a sense of direction and purpose, and development of a lifelong skill.

3. Performance Goals

Using the table provided in Appendix 1, include the State's expected levels of performance relating to the performance accountability measures based on primary indicators of performance described in section 116(b)(2)(A) of WIOA. (This Strategic Planning element only applies to core programs.)

4. Assessment

Describe how the State will assess the overall effectiveness of the workforce development system in the State in relation to the strategic vision and goals stated above

in sections (b)(1), (2), and (3) and how it will use the results of this assessment and other feedback to make continuous or quality improvements.

The North Dakota Department of Commerce, Division of Workforce Development developed and implements a system of performance and accountability measures for the state around workforce development, workforce training and talent attraction. Each workforce development, workforce training and talent attraction partner cooperates in providing the data necessary to implement these measures.

The Division of Workforce Development consults with partners in the state's system for workforce development, workforce training, and talent attraction, including the Department of Career and Technical education, the Superintendent of Public Instruction, Job Service North Dakota, the State Board of Higher Education, the Department of Human Services, and other Divisions of the Department of Commerce.

The measures are continuously reviewed to identify and implement improvements to the State's system for workforce development, workforce training, and talent attraction. Division of Workforce Development develops linkages between partners of the State's system for workforce development, workforce training, and talent attraction, to assure coordination and non-duplication of programs and services provided in the state.

c. State Strategy

The Unified or Combined State Plan must include the State's strategies to achieve its strategic vision and goals. These strategies must take into account the State's economic, workforce, and workforce development, education and training activities and analysis provided in Section (a) above. Include discussion of specific strategies to address the needs of populations provided in Section (a).

1. Describe the strategies the State will implement, including industry or sector partnerships related to in-demand industry sectors and occupations and career pathways, as required by WIOA section 101(d)(3)(B), (D). "Career pathway" is defined at WIOA section 3(7) and includes registered apprenticeship. "In-demand industry sector or occupation" is defined at WIOA section 3(23).

North Dakota will continue to strive for a strong comprehensive workforce system that enables individuals to move easily between employment and skill improvement to advance their careers, achieve their occupational goals, and contribute to a growing economy. The workforce system includes partners in delivery of labor exchange services funded by Wagner-Peyser, Adult Education, Vocational Rehabilitation, Workforce Innovation and Opportunity Act, labor market information, workplace training, skills development and education, along with partners in business, industry and economic development.

Collaboration among partners for comprehensive delivery of services will include identification of skill needs and training gaps, and addressing training needs for in-demand occupations. The Governor's five targeted industries, as well as in-demand occupations in support industries, will be the primary focus of skill development strategies for the State. Vocational Rehabilitation, Adult education and WIOA Youth funds will be used to help targeted youth populations access jobs and occupational training opportunities that will keep them connected with their communities and North Dakota's labor market. The Division of Vocational Rehabilitation (DVR) provides services to youth which will assist them with identifying appropriate career goals and make the adjustment from school to employment. Pre-employment transition services are offered to high school students age 14-21. Services include job exploration, work based learning opportunities, counseling on enrollment in post-secondary education, workplace readiness and self-advocacy. Adult education enabling youth to acquire the basic skills necessary to function in today's society so that they can benefit from the completion of secondary school, enhanced family life, attaining citizenship and participating in job training programs.

The North Dakota workforce development and training system receives Federal and State funding support, and in many cases matching funds are also provided by the private sector. WIOA Title I funds are used to help leverage other Federal fund sources such as Pell Grants and student loans. In addition, WIOA funds are used to help leverage state and private sector funds available to address workforce training needs. North Dakota has a strong collaboration among state workforce partners to increase the employment of North Dakotan's with disabilities. The core program partners are represented as members of the State's Workforce Leadership team. Staff from local offices of DVR, Job Service North Dakota and Adult Basic Education collaborate in joint planning and service delivery to individuals with disabilities.

Core program staff collaborate to best achieve that goal for their participants. These efforts will continue to be coordinated to support North Dakota's Talent Initiative goals to expand, attract, and retain talent to meet the state's workforce needs.

Sector strategies

Focus will be placed on preparing or retraining individuals for in-demand and emerging occupations in the Governor's targeted industries (advanced manufacturing, energy, technology-based business, tourism and value-added agriculture), as well as in support industries, such as transportation and health care. Analysis of the current and future job market using labor market information, determination of skill gaps, and ensuring the necessary training to meet those gaps will be a priority in deploying WIOA and Wagner-Peyser funds to serve North Dakota. The strong connection with UI claimants will provide the impetus for serving increased numbers of individuals and for rapid reemployment results.

Sector strategies will be expanded to continue enhancing and strengthening economic vitality through addressing employer and job-seeker talent requirements. Sector partnerships implement effective coordinated responses and integrate resources to develop the talent and workforce needs of key industries of a regional labor market.

Labor market information will be used as the basis to map and assess current sector activities to identify successes and challenges along with emerging market areas. This data will be used to understand the skills required for the current and future workforce and prioritize target industries.

Regional engagement meetings were held which included employers, education and workforce partners. Apprenticeship and work-based learning opportunities were explored and resources to support skill building activities were explained, including Veteran services. These meetings resulted in assistance with credentialing and registration of new apprenticeships in manufacturing and healthcare.

Through the EmPower North Dakota Commission, leaders from all major energy industries in North Dakota meet regularly with one common goal: to be critical thinkers for the development of the state's energy resources. The strategic partnerships between North Dakota's long-standing and emerging energy industries enable all sectors of the industry to work together as they meet our state's and country's energy needs. North Dakota is proactive and aggressive in addressing energy development and serves as a model for America in fostering innovative, long-term energy strategies to meet our nation's growing energy demand and need for energy security in an environmentally responsible manner.

Governor set-aside funds were used to develop the framework for boot camps that can be replicated for any educational entity and industry. The boot camp structure is a 40 hour intense training for pre-apprentices, with actual length of training varying dependent on the demands of the industry. The boot camps are designed to introduce base knowledge about an industry and the basic skills that an individual will need to enter employment in that industry. Boot camps can be established by secondary programs and community colleges to engage youth in apprenticeships and supply the skilled labor pipeline.

North Dakota administers two Health Profession Opportunity Grants through the Administration for Children and Families. The grant recipients are both tribal colleges. These grants will support training for the healthcare industry and collaborates with employers in need of healthcare professions by providing training and industry credentials with a priority to Native American students to meet the unique employment needs on the North Dakota reservations. A Memorandum of Understanding with the Workforce Development Council addresses coordination and collaboration in the provision of services for Native Americans interested in entering the healthcare workforce.

Registered Apprenticeship integration with core programs has made improvements. The Apprenticeship Accelerator grant and Governor's Set-aside funds have made strides with outreach to employer groups, education and workforce partners to promote Registered Apprenticeship. The funds were used to create a bridge and liaison between the State Director of Registered Apprenticeship, the Department of Commerce and the core program staff. This connection resulted in coordination of the first Registered Apprenticeship and WIOA funding for on-the-job training, ITA's and support services. North Dakota has a new Registered Apprenticeship brand. Information will continue to be shared and training provided to increase the knowledge and outreach to employers by core partner business service staff to promote Registered Apprenticeship.

In November 2017, the new WIOA compliant State Board, the Workforce Development Council, had its first meeting. The meeting's focus was to present workforce data and information for membership to use in future strategic planning activity. Once strategic initiatives are identified through the Workforce Development Council and the Executive Committee, Governor Set-Aside funds will be utilized to implement workforce strategies in the state.

Career Pathways

WIOA provides an extraordinary opportunity to improve job and career options for North Dakota workers and job seekers through an integrated, job-driven, public workforce system that links diverse talent to businesses. It supports the development of strong, vibrant regional economies where businesses thrive and people want to live and work. The workforce system includes three focus areas: the needs of business and workers drive workforce solutions; American Job Centers provide customer service to jobseekers and employers and the workforce system supports strong economies and plays an active role in community and workforce development.

Career and Technical Education, Adult education, post-secondary education, and other partners collaborate to establish career pathways systems that make it easier for all individuals to attain the skills and credentials needed for jobs in North Dakota.

Career pathway systems offer an effective approach to the development of a skilled workforce by increasing the number of workers in the North Dakota who gain industry-recognized and academic credentials necessary to work in jobs that are in-demand. Core partners will align educational offerings with business needs, career pathways systems engage business in the development of educational programs up front. Career pathways systems transform the role of employers from a customer to a partner and a co-leader and co-investor in the development of the workforce. Employers have a high stake in the development of career pathways that lead to an increase in their pipeline of qualified workers. The North Dakota career pathways system will offer a more efficient and customer-centered approach to workforce development by structuring connections among employers, adult basic education, support service providers, occupational training, and post-secondary education programs. Career pathway programs make it easier for people to earn industry-recognized credentials through avenues that are more relevant; to provide opportunities for more flexible education and training; and to attain market identifiable skills that can transfer into work. These comprehensive education and training programs are suited to meet the needs of working learners and non-traditional students.

Career pathways programs will be designed to serve a diverse group of learners to include; adults, youth, dislocated workers, veterans, individuals with a disability, public assistance recipients, new immigrants, English language learners, and justice-involved individuals. The ND Career and Technical Education has created 16 career clusters that organize virtually all occupations around 16 broad categories. Occupations within each cluster require similar skills and knowledge. The categories include: • Agriculture, Food & Natural Resources / Energy • Architecture & Construction • Arts, A/V Technology & Communications • Business Management & Administration • Education & Training • Finance • Government & Public Administration • Health Science • Hospitality & Tourism

• Human Services • Information Technology • Law & Public Safety • Manufacturing • Marketing • Science, Technology, Engineering & Mathematics • Transportation, Distribution & Logistics

Each career cluster has a poster created on-line that lists occupations under heading of education required; High School Diploma or Equivalent, Post-Secondary non-degree award or Associate's Degree and Bachelor's Degree or Higher. Each poster included a column that lists the ND annual openings and typical annual wage. Career cluster information is available online on the ND Career and Technical Education website under Student Resources at <https://www.nd.gov/cte/services/career-clusters/index.html>. The career clusters are available to all core partner programs and are used for career exploration.

The Career Outlook is a comprehensive resource that includes self-assessment tools, occupational research, information on financing an education, employment and education and training. The Career Outlook supports thoughtful, deliberate planning to choose a career that is personally satisfying and fulfills a critical need in local communities. The workforce of tomorrow will need the knowledge, technical skill, and attitude necessary to be globally competitive. This publication guides individual through the process of planning and preparing for a lifetime of success in North Dakota. <https://www.nd.gov/cte/crn/docs/CareerOutlook.pdf>

A comprehensive publication, Careers by Education, is a collaborative partnership with Career and Technical Education and the Job Service ND Labor Market Information department. The publication groups lists of occupations/job openings/average wages/tasks performed based on the education required. This brochure is a valuable career exploration tool and useful to outline career pathways. https://www.nd.gov/cte/about/docs/Careers_by_Education.pdf

WIOA training funds support career pathways in many occupation areas such as healthcare career ladders of nurse assistant, licensed practical nurse and registered nurse. Transportation occupations offer increased wages and opportunity based on skills and endorsements held. Welding occupations require a variety of skills and certifications to work in specific areas. The ND eligible training provider list offers many certifications to expand skills for these in demand occupations in the State.

The Workforce Development Council has established an in-demand occupations list for North Dakota in accordance with the Workforce Innovation and Opportunity Act (WIOA). The list includes occupations determined to have a current or potential impact on the state's economy. North Dakota Labor Market Information's 2016-2018 short-term employment projections were used by applying the following factors: Average to near average growth, high growth and exceptional growth, replacement openings, \$39,000 annual wages or higher, apprenticeship and long-term on the job training, and education above high school.

http://www.jobsnd.com/sites/default/files/ND_In_Demand_Occupations.pdf. The in-demand occupations list is categorized to simplify information for career pathways.

Vocational Rehabilitation allows for exited individuals to reapply for increased skills for career advancement. Career pathway training provides new opportunities for individuals

whose disability has advanced and is now requiring changes in work environment and needs new or advanced skills.

The Greater North Dakota Chamber provides a license for The Manufacturing Institute's Dream It, Do It, a sector strategy to connect with high school students to provide exposure to manufacturing jobs and dispel misconceptions about the industry. Manufacturers identify young professionals within their company who engage students to inspire them to consider a career in manufacturing. This model has been shared with the Workforce Development Council and other industries in hopes to replicate the successes and provide career awareness experiences for the next generation of workers.

2. Describe the strategies the State will use to align the core programs, any Combined State Plan partner programs included in this Plan, required and optional one-stop partner programs, and any other resources available to the State to achieve fully integrated customer services consistent with the strategic vision and goals described above. Also describe strategies to strengthen workforce development activities in regard to weaknesses identified in section II(a)(2).

The state of North Dakota has been proactive in development of partnerships with business and industry, education, economic development, and the workforce development system to continuously identify and address workforce challenges. The North Dakota Talent Initiative is the basis for full statewide collaboration on workforce vision, goals, and issues. The Talent Initiative and ongoing partnership development facilitates solutions through strong relationships among partners. The Workforce Development Council, community colleges, business and labor, the Office of Apprenticeship, and TrainND all work closely to identify workforce needs and address training solutions. DVR's primary mission is to assist North Dakotans with disabilities to improve their employment opportunities and to assist North Dakota businesses in finding solutions to their disability—related issues.

Through this "dual client" approach, DVR assist individuals with permanent injuries, illness, or impairments to achieve competitive employment and increased independence. DVR also assist business owners and employers through full service business consultation on a variety of business and disability—related areas. Core program partners will collaborate with Career and Technical Education to receive professional development to build a common understanding of career pathways and how they can be used across all agencies. Career and Technical Education will, with consultation of the others involved, take the lead on professional development that will be applied across all agencies.

North Dakota continues to see resettlements of New Americans. There were 518 New American arrivals in FFY 2015, 563 in FFY 2016 and 421 in FFY 2017 as reported by Lutheran Social Services. Job Service AJCs link adult education and English literacy programs. Adult Education offers programs that blend academic instruction of English literacy with occupational skills training that is specific to local economic needs A basic

skills class curriculum, funded by PY 13 WIA Incentive dollars, continues to be offered to New Americans and in the Fargo Adult Learning Center. Job Service AJC staff are available as requested to participate in the class and present job search information. The class covers basic work skills to include but not limited to soft skills, basic work math, reading, writing, transportation, interviewing, application process, childcare needs and computers. The class curriculum rotates every six weeks. New Americans will gain the skills to assist in completing more advanced job skills training that will lead to better employment opportunities.

Involving interns in North Dakota businesses addresses two important challenges. Internships provide employees in a tight labor market and build connections between young people and North Dakota employers. The state funded Operation Intern program offers private businesses up to \$30,000 every two years to fund internships in their companies.

North Dakota has a history of collaborating between the three agencies responsible for the six core programs and other required partners. State staff from Adult Education, Vocational Rehabilitation and Job Service North Dakota have been meeting monthly since 2011 with the North Dakota Workforce Leadership Team. This team also includes Career and Technical Education, Higher Education and the Department of Commerce. The intention is to continue to strive to integrate the workforce system and strengthen the current integration. Many local staff from Job Service AJC's and Vocational Rehabilitation are members of local Adult Education advisory boards. This collaboration has been in place for decades.

Co—enrollments of participants are encouraged to maximize the total resources available for preparation of the workforce to meet employment needs. Examples of funds leveraged with WIOA include: Title II Adult Education; Carl Perkins; Trade Act; Tribal WIOA and Tribal 477 programs; Motivation, Education and Training (MET); TANF; Vocational Rehabilitation; SCSEP, and North Dakota New Jobs Training. WIOA funds are used to cover the cost of GED testing, dual enrollments with WIOA Dislocated Worker funds complement Trade Act enrollments, MET and WIOA co—enrollments support training and Vocational Rehabilitation referrals receive Wagner—Peysner services. JOBS clients also receive Wagner—Peysner services routinely and receive WIOA assistance as appropriate. Building on these partnerships assist in determining what funding source is best utilized to increase job seeker skills and to increase customer service. These efforts result in meeting the needs of North Dakota employers and supporting the Governor's vision.

The Job Service AJCs staff include the Jobs for Veterans State Grant (JVSG). All JVSG staff are Disabled Veteran Outreach Program and assist the needs of disabled veterans and those veterans and eligible persons who require intensive services in order to obtain and retain employment that supports their self—sufficiency. DVOP services are available in all Job Service AJCs and are integrated into all service delivery offerings. UI claims are taken only through online means. This service delivery model increases the need for assistance from Job Service AJC staff. Job Service AJCs have adjusted as required by WIOA and have adapted service delivery to meet the growing needs of UI claimants. UI claimants have a series of “How To” instructional videos to assist with the UI claims

filing process and weekly certification. The videos are posted on the Job Service webpage jobsnd.com. The topics include: • Creating a State of ND Login • UI ICE Overview: How to File for Unemployment Insurance in North Dakota • Filing a Claim Online Using the UI ICE Website • I Filed My Claim, Now What Do I Do? • Filing A Weekly Certification Using the UI ICE Website • Helpful Tips for Job Attached Claimants

Registered Apprenticeship offers great benefits to both employers and workers. Registered Apprenticeship integration with core programs has made improvements. The Apprenticeship Accelerator grant and Governor's Set-aside funds have made strides with outreach to employer groups, education and workforce partners to promote Registered Apprenticeship. The funds were used to create a bridge and liaison between the State Director of Registered Apprenticeship, the Department of Commerce and the core program staff. This connection resulted in coordination of the first Registered Apprenticeship and WIOA funding for on-the-job training, ITA's and support services. North Dakota has a new Registered Apprenticeship brand. Information will continue to be shared and training provided to increase the knowledge and outreach to employers by core partner business service staff to promote Registered Apprenticeship.

III. Operational Planning Elements

The Unified or Combined State Plan must include an Operational Planning Elements section that supports the State's strategy and the system-wide vision described in Section II.(c) above. Unless otherwise noted, all Operational Planning Elements apply to Combined State Plan partner programs included in the plan as well as to core programs. This section must include—

A. State Strategy Implementation

The Unified or Combined State Plan must include—

1. State Board Functions

Describe how the State board will implement its functions under section 101(d) of WIOA (i.e. provide a description of Board operational structures and decision making processes to ensure such functions are carried out).

The North Dakota Workforce Development Council serves as the State Board under WIOA section 101(d). North Dakota is designated by the Governor as a single state local area.

The Council shall carry out the functions of a local board. The Workforce Development Council identifies, develops and recommends workforce policy changes to programs that will improve the effectiveness and efficiency of the State's workforce development system. Targeted industry and potential labor pools are the focus of the Council meetings to provide direction for a comprehensive workforce development strategic plan. The Council identifies and develops opportunities for collaboration and partnership between education, employment and supporting workforce development policies, resources and

activities in the State. The nine American Job Centers are located regionally throughout North Dakota.

July 2017, the Workforce Development Council voted to restructure the membership to meet the WIOA section 101(b). The Council represents diverse geographic areas of the state. The chairperson is selected by the Governor and represents business. A director and support staff are employees of Job Service North Dakota and assist the Council in performing its functions.

The Council as a whole shall be responsible to the Governor for:

- Identifying, developing and recommending workforce policy changes to federal and state programs that will improve the effectiveness and efficiency of the State's workforce development system.
- Reviewing and identifying the current and future economic development and workforce development needs of the state and recommending steps for meeting those needs.
- Providing direction for a comprehensive workforce development strategic plan.
- Identifying and developing recommended actions that will enhance and increase the capacity of the state's workforce development system.
- Identifying and developing opportunities for collaboration and partnership between education, employment and supporting workforce development activities in the State.
- Reviewing and approving a Council operating budget.
- Performing the duties and functions of State Board as prescribed under WIOA.

The Workforce Development Council creates policies as required by WIOA and receives reports for all core programs, career technical education and the Department of Commerce. The members review the law and regulations and considers the benefits to the state. The Workforce Development Council considers the service delivery for the state and the single local area designation when determining service providers. The Council enters into memorandum of understandings for providers for WIOA Youth services and Adult and Dislocated Worker career services. The Council considers the unique characteristics of North Dakota and the wishes of the Governor when making provider decisions.

In following WIOA's training emphasis for in—demand occupations, the Workforce Development Council will review LMI data annually and make adjustments as necessary. Biennially, the Council creates and submits a list of recommendations for workforce legislative initiatives to the Governor. These recommendations are utilized by entities in their legislative testimonies to Standing Committees.

The Executive Committee provides for the administration, continuity and good order of the Council as a whole and perform executive management tasks as may be determined by the Council membership.

- a. Assist in establishing the meeting agendas for the Council.
- b. Track all outstanding actions of the Council and recommend actions that would assure successful completion of all tasks and objectives.
- c. Recommend policy positions for the Council's review and approval.
- d. Establish task groups when needed—design purpose and role, obtain and appoint members, designate chair, and establish operating parameters and completion time subject to approval of the Council.

The Administrative Committee shall be responsible for:

- a. Developing a Unified State Plan.
- b. Recommend to the Council, goals for the development and continuous

improvement of the statewide workforce delivery system to include development of linkages to assure coordination and non—duplication among programs and activities. c. Provide recommendations for improvement of comprehensive State workforce delivery system, including State adjusted levels of performance as needed when the core program performance fails to meet negotiated levels. d. Recommend projects to the Council for Governor’s consideration for funding and provide recommendations to the Council on the use of the Governor’s Set Aside Funds when available.

2. Implementation of State Strategy

Describe how the lead State agency with responsibility for the administration of each core program or a Combined State Plan partner program included in this plan will implement the State’s Strategies identified in Section II(c). above. This must include a description of—

A. Core Program Activities to Implement the State’s Strategy

Describe the activities the entities carrying out the respective core programs will fund to implement the State’s strategies. Also describe how such activities will be aligned across the core programs and Combined State Plan partner programs included in this plan and among the entities administering the programs, including using co-enrollment and other strategies, as appropriate.

Current Job Service AJC service delivery accommodates integration and the focus of the ND Talent Initiative. Skill assessment and career counseling/promotion will be routinely provided to job seekers utilizing the Job Service AJC. Initial assessment will determine seekers’ current workplace skills and determine whether skill development is necessary for employment goals or a referral to career services. Career guidance/promotion is based on the Governor’s targeted industries of Energy, Value—Added Agriculture, Tourism, Technology—Based Business and Advanced Manufacturing as well as current labor market information.

The North Dakota workforce system gives all stakeholders including businesses, students, job seekers, researchers, and public officials access to all federally—funded workforce development programs, as well as several state—funded programs. Services provided through the Job Service AJCs include: • WIOA Title IB—Adults, Dislocated Workers and Youth • Wagner—Peysner • Unemployment Insurance • TANF Employment and Training (JOBS) • Labor Market Information (LMI) • Jobs for Veterans State Grant • Trade Adjustment Assistance (TAA) • Foreign Labor Certification • SNAP Employment and Training (BEST) • North Dakota New Jobs Training and Reemployment Services and Eligibility Assessment (RESEA)

Job Service AJC system core and required partners’ include: • Adult Education and Family Literacy Act • Vocational Rehabilitation • Post—secondary Career and Technical Education under the Carl D. Perkins Career and Technical Education Act • Senior Community Service Employment Program (SCSEP) and Job Corps

North Dakota capitalizes on the strengths each partner brings to the system while reducing or eliminating duplication of products and services. The simplicity in the structure with defined roles and responsibilities of all partners allow case managers and

providers to deliver the services necessary for North Dakota's growth and competitive edge.

Job seekers have the option to search for employment, review labor market information and a variety of other employment topics through Jobsnd.com. Links to the job listing site provides fast access to a database of thousands of jobs. Jobsnd.com utilizes Job Spidering, a powerful online tool that captures job listings from other sources including corporate web sites, online newspaper listings, and other private job boards. Spidered jobs are added to Job Service's internal job listings to provide seamless access to thousands of job openings. Employers benefit from having job openings viewed by the largest applicant pool in North Dakota and the ability to view similar listings for wage and benefit comparison. Job seekers benefit by having the largest single portal in North Dakota to access job openings for all occupations. Jobsnd.com has the largest pool of job openings in the state. Job Service provides staff assisted services. Job seekers are assessed to identify current skill levels and gaps. The assessment information is used to determine skill development opportunities within the targeted industries and in-demand occupations. Labor market information is provided for job seekers to make informed occupational choices and execute their job search efficiently. Career services will be provided to the extent needed based on individual assessments. Support service needs will be assessed and referrals made to partner programs or known community resources. Informational services are provided through the SHARE Network. The SHARE Network is a unique resource that brings together workforce development partners, faith-based organizations, community organizations and businesses. The SHARE Network is a partnership developed to assist customers gain access services in order to obtain, retain and advance in employment.

Job Service AJC staff providing assessment and orientation services will be knowledgeable of services of all core and required partners and will be able to explain services available and refer job seekers for those services. North Dakota has a strong history of partner collaboration and dual enrollment of mutual clients. Partner program staff, through release of information, share assessment information and employment plans. The sharing of information provides convenience for the client and also enhances the chances of success. When all employment and training resources are considered, the likelihood of success is greatly increased. ITA costs sharing with DVR and WIOA has been occurring for over a decade. Students working with Adult Education to earn their GED have received support services to cover testing costs. TANF participants, especially out-of-school youth, are referred to and receive WIOA services. Job-driven workforce development will prepare workers and ensure businesses have skilled workers to be competitive. Individuals can quickly learn skills where hands-on experience in a work environment is integrated with classroom learning.

Job-driven training programs will be promoted with the aim to include work-based learning opportunities that best suit their participants. Work based learning activities include: • Work experience, paid and unpaid • Job shadows • Internships • On-the-job training • Registered apprenticeships

Participant outcomes of employment and wages improve with work based learning activities. Employers reduce their recruitment and training costs with work-based

learning activities. It also helps them hire better—prepared employees who understand workplace expectations. WIOA Career Services includes activities on behalf of employers, including small employers, which describe the work based learning opportunities available. Job driven training ensures that job seekers and workers are equipped with the skills needed by employers and are matched to employers with good jobs. Staff will utilize the eligible training provider list and the ND in—demand occupation list to promote individual training accounts. Classroom training and on—the—job training will support the workforce needs of employers and where available, apprenticeships. Funds will be leveraged between core and required programs whenever possible.

Co—enrollments of participants are encouraged to maximize the total resources available for preparation of the workforce to meet employment needs. Examples of funds leveraged with WIOA Title I funds include: Title II Adult Education; Carl Perkins; Trade Act; Tribal WIOA and Tribal 477 programs; Motivation, Education and Training (MET); TANF employment and training (JOBS); SNAP Employment and Training (BEST); Vocational Rehabilitation and SCSEP. WIOA funds are used to cover the cost of GED testing, dual enrollments with WIOA Dislocated Worker funds complement Trade Act enrollments, MET and WIOA co—enrollments leverage program training funds and Vocational Rehabilitation referrals receive Wagner—Peysers services. JOBS and BEST clients receive Wagner—Peysers services routinely and receive WIOA assistance as appropriate. These partnerships assist in determining what funding source is best utilized to increase job seeker skills. These efforts result in meeting the needs of North Dakota employers and supporting the Governor’s vision.

To ensure the WIOA requirements are implemented with fidelity and to the ‘spirit’ of the law, the state core partner agencies will work together to increase collaboration through professional development. Regional core partners routinely meet and cover such topics as labor market information (LMI), career pathways, motivational interviewing, agency roles and partnerships. Regional training to ensure networking, common training understanding and implementation of exemplary practices. This training concept maximizes staff time, funding and participant outcomes.

B. Alignment with Activities outside the Plan

Describe how the activities identified in (A) will be aligned with programs and activities provided by required one-stop partners and other optional one-stop partners and activities provided under employment, training (including Registered Apprenticeships), education (including career and technical education), human services and other programs not covered by the plan, as appropriate, assuring coordination of, and avoiding duplication among these activities.

Core partners collaborate with community efforts and initiatives to assist North Dakotans meet their employment goals and increase earnings. Core partner staff participate in a variety of activities that promote in-demand careers, career pathways, academic achievement and employment.

Collaboration among WIOA, Wagner-Peyser, DVR, unemployment insurance, SCSEP, Trade Act, business and industry, the North Dakota University System, TrainND (state

funded customized employee training), Career and Technical Education (Carl Perkins), Adult Basic Education, refugee services, foster care providers, the State Penitentiary system, and many more partners will result in: • Expanded awareness and leverage of programs/funds designated to serving targeted populations, often served by multiple entities; • Rapid development and deployment of programs and activities unique to economic and employment needs for North Dakota's workforce; • Access to increased numbers of persons in need of assistance, including low skilled, low income, individuals with disabilities, English Language Learners, disaffected youth, veterans, dislocated workers, and individuals residing in high unemployment areas, including American Indians.

The current collaboration between SCSEP and DVR is strong and greatly enhances the success of individuals. SCSEP refers participants to DVR to assist with disability evaluation and assessment and adaptation toward their recovery. DVR refers clients to SCSEP to assist with assessment of job skills and required training for employment in specific career fields.

SCSEP is progressively building partnerships with the Older Americans Act senior service providers, adult protective services, county social services, local veteran's service centers, adult education, Job Service AJCs, homeless coalitions, and tribal colleges, to facilitate referral of services through the use of Memorandums of Understanding (MOUs). These MOUs ensure co-enrollments of clients to provide maximum access to available resources.

The Center for Rural Health (CRH), University of North Dakota School of Medicine and Health Sciences and the Area Health Education Center (AHEC) utilizes state and federal funding to focus on maintaining access to quality health care for North Dakota residents. A critical component to being able to provide health care services is having adequate workforce. The CRH and AHEC, in partnership with the ND Department of Commerce, and other stakeholders across the state, support students training for a health related careers. Career pathway efforts include Rural Collaborative Opportunities for Occupational Learning Health Scrubs Academy and Scrubs Camps and Health Occupations Students of America Future Health Professionals fostering excitement about a healthcare careers.

The Workforce Leadership Team has the responsibility to enhance collaboration and implement strategies between the team members as well as Registered Apprenticeship. The Team will be instrumental in developing the One-Stop System Memorandum of Understanding. The Team will use this opportunity to more effectively connect with all the workforce partners and determine how to enhance collaboration.

Job Service ND administers the Trade Adjustment Assistance program and the Jobs for Veteran's State grant. Staff providing these services are integrated in the AJC's and work collaboratively, providing referrals to all appropriate services within the workforce system.

There is one job corps center in ND. The Burdick Job Corps Center is located in Minot, ND and partners with the Minot AJC. All new job corps students have one-stop center orientation onsite and offer career services when employment and future training is

appropriate. The Burdick Job Corps Center has staff co-located for admissions and placement services in the Bismarck AJC. All AJC staff are familiar with the Burdick Job Corps and refer potential students and assist with employment and training needs to students returning to the area.

Registered Apprenticeship alignment is being strengthened within the state workforce system. Registered Apprenticeship will be incorporated into Job Service ND applicant services and business services within the WIOA core programs with the help of the Apprenticeship Accelerator grant and Governor's Set-aside funds. The Department of Commerce facilitated communication between the Registered Apprenticeship State Director on a regular basis. The Department of Commerce conducted regional informational meetings that included employers, education and workforce partners to encourage the use of Registered Apprenticeship and assistance through the process. Joint meetings with employers have taken place and additional opportunities will occur at every opportunity in the future. These communications further facilitate the establishment of process sharing that will generate more utilization of Registered Apprenticeships in the state. The outreach increases the knowledge of all parties about how WIOA can partner with Registered Apprenticeship. Job orders in the labor exchange system are flagged as Registered Apprenticeship openings. All Job Service staff, including WIOA program case managers, have the list of current Registered Apprenticeship sponsors to become familiar of the activity in the State for employer and occupation targets for program promotion. Business service staff messages with employers will include Registered Apprenticeship benefits. Youth case managers are promoting Registered Apprenticeship specifically for out-of-school youth and as a strategy to meet the WIOA Youth 20% expenditure rate for work experience activities. The Department of Commerce utilized the Apprenticeship Accelerator funds to create a North Dakota Registered Apprenticeship brand and promotional materials will be made available to all Job Service ND staff, on the agency webpage and in the resource rooms. Along with the promotional materials, a training guide was created for business service staff to assist in approaching employers and promoting Registered Apprenticeship.

Unemployment insurance for North Dakota is administered through Job Service ND. This allows for a strong working relationship with the Job Service AJC's. Job Service AJC staff receive annual training on the Unemployment Insurance Internet Claim Entry (UIICE) system from UI staff. UI staff work directly with Job Service AJC staff when UI claimants have specific issues and questions. Many claimants depend on Job Service AJC staff for assistance with their online claim filing and to navigate UIICE for the reemployment requirements. Job Service AJC staff provide a variety of labor exchange services UI claimants. The most common service is to assist a UI claimant with the requirement to register on the Job Service ND Virtual One-Stop (VOS). VOS is the electronic labor exchange system. Staff assist UI claimants with the online registration and provide assistance creating a resume. VOS has a virtual recruiter feature that will notify UI claimants of new job openings that meet their search criteria. Additional services to UI claimants include assistance to create resumes for each type of employment that a UI claimant is seeking and techniques for improving interviewing skills for UI claimants. Online/electronic applications are prevalent with many employers and this application process is often problematic for UI claimants that lack computer

literacy. Job Service AJC staff are familiar with the local employer requirements and assist with this online application process. Social media is discussed as a means to broaden a UI claimant's job search. In January of 2017, North Dakota began receiving Reemployment Services and Eligibility Assessment (RESEA) funds. North Dakota had not applied for an RESEA grant for several years. The grant is providing services to all UI claimants who are not job attached and reside in the state.

UI claimants receive referrals to WIOA Dislocated Worker for upgrade training for in-demand occupations. Out of area job search and relocation support services are provided as needed. Referrals are also provided to core programs for partner services such as increased academic skill and GED or vocational rehabilitation services that support their job search activities.

Employers frequently utilize the Job Service AJCs for onsite hiring events and job fairs. UI claimants are provided information on upcoming hiring events and job fairs and are instructed on where to find future events on the Job Service ND website. Resources are available to UI claimants on various job seeking topics such as the importance of soft skills, quantifying and measuring occupational skills and accomplishments. For UI claimants with a criminal record, guidance is provided on how to overcome this barrier to employment on applications and during interviews.

Job Service ND receives an award for Job Opportunities and Basic Skills (JOBS) to provide the following services to TANF recipients living in Cass, Ransom, Richland, Sargent, Steele, and Traill counties; case management, coaching on a variety of soft skills ranging from problem solving, working with difficult people, child care and scheduling problems, job retention guidance includes frequent, structured status checks, self-evaluation and planning for the next step on the career ladder and ongoing job coaching can help improve job performance and avoid employment disciplinary issues. All career services and referrals to training are available to TANF recipients across the state. Job Service AJC's will invite additional JOBS contractor staff to the local offices to strengthen partnerships and to promote and explain all the services available to TANF recipients. Outreach will continue to create collaborative partnerships and result in additional co-enrollments particularly with WIOA Youth services.

Job Service AJC staff utilize Community Action Partnership as a referral source for support services. The services include budgeting and money management, child care, commodities, emergency assistance, energy assistance, food pantry, head start, housing, self-sufficiency, volunteer income tax assistance, and weatherization in most locations. Community Action has a financial literacy resource available online that is available for all customers.

Motivation, Education and Training Inc. (MET) operates the National Farmworker Jobs Program (NFJP) in eastern North Dakota. An ongoing partnership between Job Service ND and MET has existed to provide MSFWs additional opportunities for employment and training. MET maintains offices in the Red River Valley cities of Grafton, Fargo, and Wahpeton, ND. These MET offices and the Job Service AJCs work together to provide services to MSFW's in the respective areas. Tying the various service agencies together broadens the potential of serving the MSFWs in a one-stop concept.

North Dakota receives five Indian and Native American program awards. Job Service AJC staff are familiar with the tribal colleges around the state and refer individuals who may be eligible for these grant funds. As these funds become limited, Job Service AJC staff are notified to provide assistance and services through WIOA Title I funds. The President of the Turtle Mt. Community College is a member of the SWIB and the Tribal WIOA coordinator contributes frequently to the SWIB meetings.

C. Coordination, Alignment and Provision of Services to Individuals

Describe how the entities carrying out the respective core programs, Combined State Plan partner programs included in this plan, and required and optional one-stop partner programs will coordinate activities and resources to provide comprehensive, high-quality, customer-centered services, including supportive services (e.g. transportation), to individuals, including those populations identified in section II(a)(1)(B), and individuals in remote areas. The activities described shall conform to the statutory requirements of each program.

North Dakota has an established core partner working relationship. DVR and Job Service AJC staff participate on local Adult Education advisory boards. Job Service staff are appointed members of the State Rehabilitation Council and the North Dakota Workforce Leadership Team. Core partner staff have integrated business services activities and local partner collaboration meetings to further integrate services. These meetings act as a way to educate each other on the services available under all titles which results in appropriate referrals and enhanced outcomes. State level trainings will be offered to all local core program staff. Efforts to integrate service delivery and formalize referral process will continue on the State level as well as between local programs.

With the increase in age eligibility and focus to spend 75 percent of WIOA youth funds on out-of-school youth, recruitment efforts are targeted toward this population. Youth Coordinators work closely with Job Service AJC Resource Room staff, Adult Education, and Vocational Rehabilitation on referral and dual enrollment of out-of-school youth. In addition, Youth Coordinators utilize local networks with social service staff and/or community-based programs targeting homeless, disabled and transitioning youth. Unemployment insurance claimants within the age eligibility are targeted for out-of-school youth recruitment. Although the focus is shifting to serving the out-of-school population, outreach continues to be provided to schools. Communication with school personnel including principals, CTE teachers and counselors is crucial to locate students who have dropped out or for those graduating and in need of assistance for occupational skills training to fill the jobs in-demand.

The strong relationship between the WIOA Youth Coordinators and DVR staff has resulted in over 64% of WIOA youth participants with disabilities in PY 2016. This can be attributed to collaboration on participant needs and the need to maximize funding due to North Dakota's minimum funding levels.

The Workforce Leadership Team together with the Workforce Development Council will monitor the progress of WIOA program coordination and alignment. Collaboration opportunities and strategies will develop and strengthen from the partner connectivity.

Service delivery and integration improvements will be made through evaluations of feedback received and prospects for technical assistance will be identified.

The blend of career services and referral is provided and may vary depending on the customer needs that will be addressed. Customers may be directed to self-service only, job getting services, or skill development services based on their initial skill assessment results. Co-enrollment will be utilized as appropriate in order to provide the most appropriate funding source for those services that best meet the customer's needs in a cost effective manner. A customer-focused approach including an initial assessment of skill level, skill development, career counseling/promotion and support service needs for each individual shall be available through the Job Service AJC.

This approach will be used to determine the needs of:

- Individuals with disabilities
- Dislocated workers, including trade impacted
- Displaced homemakers
- Basic Skills deficient
- Individuals with multiple challenges to employment
- JOBS clients
- BEST clients
- Non-custodial parents
- Low-income individuals including recipients of public assistance
- Migrants and seasonal farm workers
- Minorities
- New Americans and others with limited English proficiency
- Older individuals
- School dropouts
- Veterans
- Ex-offenders
- Homeless individuals

Employment into in-demand occupations will be the goal for all individuals and will include non-traditional training choices.

North Dakota continues to see an increased population of New Americans/refugees and other English Language Learners. Lutheran Social Services reports 421 new arrivals in FFY 2017 with an additional 352 New Americans expected in FFY 2018. Job Service ND AJCs link with adult education and English literacy programs. Adult education has offerings that incorporate English literacy with occupational skills training that is closely aligned with local economies.

The state of North Dakota has been proactive in development of partnerships with business New Americans and English language learners require additional assistance and preparation to progress in employment readiness. A basic skills class curriculum, funded by PY 13 WIA Incentive dollars, continues to be offered to New Americans and in the Fargo Adult Learning Center. Job Service AJC staff are available as requested to participate in the class and present job search information. The class covers basic work skills to include but not limited to soft skills, basic work math, reading, writing, transportation, interviewing, application process, childcare needs and computers. The class curriculum rotates every six weeks. In order to better serve English Language Learners, the Wagner-Peyser 10% funds will be designated to this special group of individuals.

North Dakota has had a very small number of long-term unemployed, (individuals out of work for 26+ weeks), due to the strong economy. Currently, there are 16 individuals, in state, considered long-term unemployed. Core program partners are prepared to face a unique combination of social, emotional, and skill deficiencies caused by the duration of their unemployment. Intensive services will be provided to address these issues and move individuals to paid work experience and reemployment. In January of 2017, North Dakota began receiving Reemployment Services and Eligibility Assessment (RESEA)

funds. North Dakota had not applied for an RESEA grant for several years. The grant is providing services to all UI claimants who are not job attached and reside in the state.

DVR offers work experience to transition age youth with disabilities. Research has shown that young people who have work experience also have a higher rate of academic attainment and are more likely to become employed after graduation. The program is a collaborative effort involving the Department of Human Services, the Department of Public Instruction, Job Service, secondary school transition teachers, community rehabilitation providers, parents, students, and employers.

The mission of the ND Community of Practice for Transition is to work towards building, supporting, and sustaining community partnerships. The system promotes and improves the scope, opportunity and quality of services for youth with disabilities to adequately prepare for life and career beyond high school. Communities of Practice (COP) involve people who share a concern, a set of problems, or a similar passion and who interact on a regular basis to learn from each other and problem solve. North Dakota's Community of Practice will focus on working across groups and localities to share information, address issues, learn together, find shared goals and define shared work. The North Dakota structure is modeled on the national community of practice, of which North Dakota is a member. The group will focus on developing the community by inviting relevant state agencies, and identifying groups that are involved in transition. The State and Regional Communities, as well as, other state Community of Practice groups will share information and ideas through Shared Work, a website established by the Individuals with Disabilities Education Act partnership.

The ND Department of Public Instruction, Special Education Unit sponsors a Statewide Interagency Community of Practice that actively engages all stakeholders that represent the roles important to secondary transition for students with disabilities in ND. In addition, the Community of Practice extends the existing state advisory into the regions. The State Transition Community of Practice Advisory Council identifies the development of Regional Interagency Transition Committees as a strategy to improve communication, knowledge and expertise among stakeholders in the transition process for youth with disabilities. An interagency transition team brings together a variety of stakeholders who are supporting youth with disabilities so they can have the best chance for success as adults. The State Community of Practice meets quarterly and the Regional Community of Practice teams work to implement and state initiatives and best practices for the intended beneficiaries. Recent Regional Community goals and accomplishments include: • Transition Fairs • Updated policies • Increased training opportunities • Development of timeline for services • Development of transition folders for families • Information sharing • Sharing information • Improved partnerships with the Department of Public Instruction, DVR, Developmental Disabilities, Job Service, Higher Ed, Independent Living centers, Chambers of Commerce, etc., • Development of services for students with disabilities ages 18-21 • Development of programs to balance functional and academic needs • Identification of agency responsibilities • Consistency of services throughout the region

Opportunities to locate SCSEP offices and training assets within all Job Service AJC locations are being pursued. This will increase collaboration to tie SCSEP with WIOA

and Wagner-Peyser services to greatly enhance participant employment possibilities such as resume building, application writing, and job seeking. This also will provide leverage of various programs and resources to meet the employment needs of North Dakota's senior workforce.

Temporary Assistance for Needy Families (TANF) offers training and employment services to assist in finding and retaining full-time employment leading to self-sufficiency. TANF families receive employment and training services by participating in the Jobs Opportunity and Basic Skills (JOBS). JOBS program supportive services are available that help remove barriers to employment and training such as transportation allowance, assistance with child care costs, car repairs, tools and clothing for work, work experience, on-the-job-training, job search and job readiness, community service program, vocational educational training, providing child care services to an individual who is participating in a community service program. TANF households with increased earnings may qualify for six (6) months of Transition Assistance. Transition Assistance promotes job retention by providing an extended period of case assistance that provides a safety net of financial support and support services to assist households in attaining self-sufficiency. Post TANF supportive services may be provided to eligible individuals for up to six (6) months following the closure of their TANF or Transition Assistance case. Post TANF recipients continue to receive supportive services. TANF Kinship Care program provides enhanced funding and support services in order to expand the options for placement of children who are in the care, custody, and control of County Social Services, Division of Juvenile Services (DJS) or Executive Director, Department of Human Services. As an alternative to Foster Care, children may be placed with relatives. Kinship care rules follow many of the same rules as foster care. Diversion Assistance was implemented as a means to provide short-term emergency benefits and support services to families during a 'specific crisis or episode of need'. The intent of the assistance is to address current need that may prevent the family from needed assistance under TANF. Diversion benefits and support services may be received four months in a 12 month period. Parental Responsibility Initiative for the Development of Employment (PRIDE) program is a collaborative effort with Child Support, Job Service ND and TANF Program. The program addresses non-payment of child support by the noncustodial parent. Referrals to the program are made by Child Support or by judicial order by a district court. The program assists individual find employment. Support services are offered to assist to remove barriers to employment.

Individuals with disabilities are referred to Vocational Rehabilitation to assist in finding solutions to disability-related issues to improve employment by providing:

- Assessments for items such availability and use of transportation, problem-solving abilities, strengths and weaknesses with social behaviors, communication skills, grooming, dealing with conflict, motivational skills, target interventional levels, identification of barriers and support options, transferable skills and abilities, interest, self-concept
- Job Development and Placement Services to assist in attaining the job and developing essential work skills.
- Job Retention services follow along service directly engaging with the client and employer to assist in maintaining and retaining employment.
- Supported Employment for individuals who have traditionally been excluded from consideration for community

employment. TANF is the payer of first resort for TANF recipients who are eligible to receive the same supportive services from Vocational Rehabilitation.

Children and adults without a high school education are referred to Department of Public Instruction for adult education. School age children (ages 4 to 18) receiving TANF are automatically eligible for the Free or Reduced School Lunch Program through the Department of Public Instruction. Department of Public Instruction automatically enrolls the children in the School Lunch Program from a daily electronic match and exchange with the Department of Public Instruction to direct certify children for school meals. Services offered online by Job Service ND available to all TANF recipients: • Search for employment • Receive job postings • Apply for employment • Access current labor market information • Resume services • Find career assessment tools • Assessment tools • SHARE Network • O'net • RUREady • Test of Adult Basic Education (TABE) • Rosetta Stone • Interdisciplinary Team Case Management

In addition, Job Service ND provides TANF recipients living in Cass, Ransom, Richland, Sargent, Steele, and Traill counties the following services: • Case management • Coaching on a variety of soft skills ranging from problem solving, working with difficult people, child care problems, scheduling problems, etc. • Job retention guidance includes frequent, structured status checks, self-evaluation and planning for the next step on the career ladder. • Ongoing job coaching can help improve job performance and avoid disciplinary issues

The Employment and Training Program is a required component of the Supplemental Nutrition Assistance Program (SNAP). The primary goal of the SNAP Employment and Training program is to provide SNAP participants opportunities to gain skills, training, or experience that will improve their employment prospects and reduce their reliance on SNAP benefits. Additionally, the Employment and Training program offers a way to allow SNAP recipients to meet work requirements.

The Department of Human Services is piloting a new SNAP Employment and Training program in two counties, separate from the two counties that currently administer SNAP Employment & Training. The pilot program is for two years and the intent is to expand employment and training services by offering the following components: • Formal Assessment • Development of a formal employment plan • Case Management • Education and Training • On-the-Job Training and Job Placement • Job Search Training • Job Retention The hope is that if the pilot is successful, to expand the new program across the state.

IU claimants, visiting a Job Service AJC receive skill assessment, career counseling, and labor market information. Job Service AJC staff recommend on-site development tools to increase interview, soft or computer skills, short term industry training or degree programs through WIOA services and other core and community partner referrals. Job Service administers the UI, Wagner-Peyser and WIOA programs. The Senior Management collaborates closely to support claim center and the Job Service AJC assistance to claimants needing to file their claims and register for work.

Job Service AJC staff provide a variety of labor exchange services UI claimants who visit the local offices. The most common service is to assist a UI claimant with the

requirement to register on the Job Service ND Virtual One-Stop (VOS). VOS is the electronic labor exchange system. Staff assist UI claimants with the online registration and provide assistance creating a resume. VOS has a virtual recruiter feature that will notify UI claimants of new job openings that meet their search criteria. Additional services to UI claimants include assistance to create resumes for each type of employment that a UI claimant is seeking and techniques for improving interviewing skills for UI claimants. Online/electronic applications are prevalent with many employers and this application process is often problematic for UI claimants that lack computer literacy. Job Service AJC staff are familiar with the local employer requirements and assist with this online application process. Social media is discussed as a means to broaden a UI claimant's job search. UI claimants receive referrals to WIOA Dislocated Worker for upgrade training for in-demand occupations. Out of area job search and relocation support services are provided as needed. Referrals are also provided to core programs for partner services such as increased academic skill and GED or vocational rehabilitation services that support their job search activities.

Employers frequently utilize the Job Service AJCs for onsite hiring events and job fairs. UI claimants are provided information on upcoming hiring events and job fairs and are instructed on where to find future events on the Job Service ND website. Resources are available to UI claimants on various job seeking topics such as the importance of soft skills, quantifying and measuring occupational skills and accomplishments. For UI claimants with a criminal record, guidance is provided on how to overcome this barrier to employment on applications and during interviews.

The majority of job seekers reported on the ETA 9173 Program Performance for quarter ending December 31, 2017 utilizing Wagner-Peyser services indicate they are unemployed. Unemployed individuals receive skill assessment, career counseling and planning, and labor market information in Job Service AJC's resource rooms. Job Service AJC staff recommend on-site development tools to help improve individuals' interviewing skills, soft skills, and computer skills. Unemployed individuals receive information regarding short-term industry training or degree programs through WIOA services and other partner referrals. Unemployed individuals receive job search assistance and referrals for work experience activities.

Online services are available to unemployed individuals via self-service 24 hours a day, 7 days a week, from anywhere internet access is available. Jobsnd.com links to the online labor exchange system for individual job search and employer job posting activities. Unemployed job seekers can use jobsnd.com to create résumés and conduct automated job searches. Additionally, unemployed job seekers can become aware of education and training programs available and view labor market information such as high-demand occupations, current wages and training required. Unemployed job seekers can also explore career options, find direction to veteran services, and access community resources.

Under WIOA, Adult Education granted funds to the ND Department of Corrections and Rehabilitation (DOCR) to provide educational services to eligible students/inmates. The ND DOCR includes the state penitentiary, the youth correctional center, three transitional facilities and the women's correctional center. The ND DOCR provides a wide range of

educational opportunities to incarcerated students. In North Dakota, if an incarcerated individual does not have a High School Equivalency, they are mandated by law to work towards earning one. Research shows that education, mixed with other rehabilitative pieces, can have a significant impact on recidivism rates. Adult Basic and Secondary Education is provided at each center along with GED testing and prep. Classes also exist for students whose language is not primarily English. Students with low literacy levels are included in a Read Right program. This is a research based program that helps the student increase reading levels but increasing speed and understanding. Career readiness and digital literacy skills are also taught at each of the DOC facilities. Each site also has their own “specialty” courses. For example, the NDSP (state penitentiary) has computer based drawing and design classes, AutoCAD, available for students. The James River Correctional Facility (JRCC) offers a construction trades program. The Missouri River Correctional Center offers a welding program provided by the Bismarck State College. Beyond earning an HSE and working on trade skills, post-secondary options are available through correspondence, IVN, or more of a traditional classroom (depending on funding and availability with partner colleges).

D. Coordination, Alignment and Provision of Services to Employers

Describe how the entities carrying out the respective core programs, any Combined State Plan partner program included in this plan, required and optional one-stop partner programs will coordinate activities and resources to provide comprehensive, high-quality services to employers to meet their current and projected workforce needs and to achieve the goals of industry or sector partners in the state. The activities described shall conform to the statutory requirements of each program.

The Wagner-Peyser program is administered by Job Service and has historically been co-located in the Job Service AJCs alongside WIOA Title I programs, the Jobs for Veterans State Grant, TANF, SNAP, Trade Act, and PRIDE (a TANF-funded noncustodial parent employment program), facilitating collaboration and seamless service delivery between all programs when providing services to employers. North Dakota employers use jobsnd.com to post job listings, search resumes for qualified candidates, review labor market information and market trends. Employers create automated candidate searches and access links to business related resources. Job Service ND staff provides facilitated self-help to employers, who telephone into the Job Service AJC and need coaching to access online services.

Jobsnd.com uses job spidering, a powerful online tool that captures job listings from other sources including corporate websites, online newspaper listings, and other private job boards. Spidered jobs are added to Job Service’s internal job listing which provides great efficiency advantages for employers. Employers who list job openings on a corporate website will automatically have their positions spidered to jobsnd.com and will not have to re-enter job order information.

Job Service’s Labor Market Information (LMI) Center is the premier source of labor market information in the state. The LMI department organizes and packages labor market information for use in business and economic decision-making. Regional economic profiles, job reports, unemployment rates, wage reports, informed analyses and employment projects are a few items the Job Service AJC staff provide to help businesses

make more informed workforce decisions. Skill assessment completed by Job Service ND staff enables clear direction to employer job openings or referrals to training programs. Knowing the skills job seekers have helps match them to skills desired in employer's job openings. When skill gaps are identified, job seeker training needs can be quickly addressed and paired with transferable skills of job seekers. Job Service ND staff showcase agency services regarding on available self-service tools, provide assistance with entering effective job listings and share best practices for successful recruiting using the online system.

Job Service ND staff offer workshops for employers on a limited basis and in limited locations focusing on current, timely information needed to successfully run their businesses. Subjects include recruitment and retention strategies in a very competitive employee market, interview and screening techniques, tax laws for employers, labor market information and writing quality job listings. Informational sessions have been conducted and are available with agriculture employers to provide guidance on H2A program regulation. Information includes common problems encountered, explanation of desk audits by the Department of Labor and Wage and Hour, housing inspection requirements and time allowed for question and answer. Similarly, employer groups have been organized to discuss the benefits and strategies used in hiring New Americans and English Language Learners.

Job fairs for employers have proven to be a hugely successful activity. These events may be large with multiple employers or for a single business needing to fill key positions. The single employer job fairs have been providing especially successful results. An employer schedules time to spend in the Job Service AJC to connect directly with job seekers. The job fair information is shared within the Job Service AJC and on the jobsnd.com website to promote job opportunities. 2nd Chance Job Fairs have been held for individuals having difficulty finding a job because of background, work history or life circumstances. Business Service staff recruit employers who are willing to provide employment opportunities to this population who often times are not considered.

Wagner-Peyser, WIOA and JSVG staff working in the same Job Service AJC allows for greater sharing of information about employers' needs and job seekers skills. When training needs are identified, Job Service works with employers to provide work based learning opportunities for in-demand occupations. Job seekers get updated skills to meet the changing needs of the workforce. WIOA funded work based learning is an excellent tool for skill building and helps employers grow their workforce. Existing skills are expanded and strengthened while new abilities are developed. Job Service staff working with employers are cognizant of occupations and opportunities to refer to registered apprenticeship. On-the-job training contracts paired with registered apprenticeship opportunities provide maximum training benefits for employers.

Several core program staff serve on advisory boards for TrainND, the state's four regional workforce training regions. This frequently provides opportunities to collaborate when discussing training needs with employers. Job seekers and employers are referred to TrainND programs to build skills. Job Service staff may recommend future employer focused training opportunities to TrainND due to their connection and communications with employers. Job Service staff are engaged with local chambers of commerce and

economic developers. LMI is frequently requested to help with decisions for prospective companies that are in locating to communities within the state.

DVR has received technical assistance and training by the national Job Driven VR Technical Assistance Center (JD-VRTAC.) Utilizing their technical assistance, DVR developed and began utilizing an LMI curriculum tailored to North Dakota's needs. The LMI curriculum is used to help clients set and accomplish career goals based on current business and employment needs within the state. In addition, the JD-VRTAC provided technical assistance to further enhance our methods for building and maintaining employer relations. This will result in improved services to employers including employer driven training and meeting their needs utilizing customized employment.

Partner training sessions will be planned to incorporate the use of LMI data and business service activities. Adult education and Vocational Rehabilitation are implementing and expanding their services to include employer services. Job Service AJC staff will collaborate with the new partner business service staff by providing additional guidance and technical assistance on engaging employers. In May of 2017, Maher & Maher conducted an interagency training on business service strategies and approaches. The attendees included staff from the AJC, vocational rehabilitation, adult education, the Burdick Job Corps, corrections and the Department of Commerce Workforce Division. The training was intended to deliver techniques and facilitation collaboration and partnership between all attendees. The partnerships developed will continue to strengthen and include strategy discussions for coordinating business service activity between Job Service ND, Vocational Rehabilitation and Adult Education. Coordinated efforts will meet the intent of §678.435 What are the business services provided through the one-stop delivery system, and how are they provided?

Local staff have established collaborations between core partners to share workforce intelligence, partner with job fairs, and Rapid Response events. Business service staff share information on business expansion and new employers to the area. All core partner business services will participate in the State efforts to expand apprenticeships and increase credentials utilizing the Apprenticeship Accelerator and Governor Set-aside funds to meet workforce challenges and develop skills.

Vocational Rehabilitation provides ADA consultation and receives many requests for disability etiquette training for employers which helps in interacting with colleagues, customers and people in the community. North Dakota Division of Vocational Rehabilitation assists ND business owners and employers in finding solutions to disability-related issues. Services are designed to maximize the productivity and potential of new hires, to help retain an existing work force and to provide research and the latest information on disability-related issues. In 2008, Division of VR launched an effort to build on this initiative through engagement with businesses to offer services that serve to support retention of workers with acquired disabilities. This is a proactive approach the VR agency has titled Rapid Retention. As the name implies, the initiative reflects need for business to retain a valuable workforce that is in need of accommodation and other disability related solutions. VR through, the work of Business Specialists and VR Counselors, meets with local businesses to inform them of the service and support available to help them maintain individuals with disabilities in their workforce. Radio,

TV and digital marketing complement VR staff outreach efforts to business. VR's promise to business is to quickly assess the rehabilitation needs of their employees and efficiently complete all necessary and required documentation to provide the required rehabilitation service.

The local adult learning centers will work with both JSND and VR to consult for business services to better align services and avoid duplication with employers.

E. Partner Engagement with Educational Institutions

Describe how the State's Strategies will engage the State's community colleges and area career and technical education schools, as partners in the workforce development system to create a job-driven education and training system. WIOA section 102(b)(2)(B)(iv).

The 2015 legislature directed the State Board of Higher Education shall establish a Workforce Education Advisory Council to advise the board regarding skills and qualifications needed for workforce training, vocational, and technical education programs offered at institutions under the control of the board. The council was composed of a representative of the Department of Career and Technical Education, a representative of Job Service ND, a representative of the Department of Commerce, and eight members representing business and industry in the state. The eight members representing business and industry shall be appointed by the chairman of the legislative management. The initial suggested mission key points include:

- Review North Dakota's current workforce programs
- Identify needed workforce skills and qualifications
- Recommend revisions to existing lists of high-demand skills and qualifications and recommend ways to meet those needs.
- Identify opportunities for partnerships and efficiencies

Workforce Education Advisory Council

FHI 360 gathered information from a number of sources. Based on this information, feedback, and personal experiences, members of WEAC, other members of industry, and other North Dakota leaders developed overall recommendations. Industry-specific recommendations are provided in later sections. The following section describes findings and recommendations that may apply to two or more industries to inform education and workforce strategies.

Observation: Currently, industries and departments are often segmented creating a siloed system that currently does not consistently meet workforce needs.

Recommendation 1: Establish a statewide workforce vision for K—16 education addressing the needs of industries that drive North Dakota's economy. Guided by the Governor, Chancellor, State Superintendent, and other stakeholders, the vision should consist of measureable goals and a marketing strategy. This WEAC report can provide baseline information, with a focus on student, employer, and business outcomes rather than funding streams for departments. The vision may also build on existing strategies such as the "Find the Good Life" campaign. To develop this vision, the group may need to:

- a) Identify industry needs;
- b) Address the needs of both sector and skills;
- c) Map the existing education and workforce system;
- d) Strengthen education workforce alignment, and
- e) Measure results.

WEAC and other stakeholders have made the following recommendations (2-6) for each of these elements.

Observation: Identifying needs across industries in a consistent way will help compare needs and identify priorities. There is no standard tool to gain feedback from business and industry on the knowledge, skills, and competencies of recent graduates or the workforce in general. Individual trade associations survey members to identify workforce needs, leading to data that cannot easily be compared and making it difficult to identify cross-industry needs.

Recommendation 2: Continue to identify industry needs through: • Development of a workforce needs survey that could be administered across industries, with additional industry-specific questions added if necessary. • Creation of industry sector-specific or cross-cutting assessments of workforce needs, administered at regular intervals on an ongoing basis, like the “Biennial Report on Health Issues for the State of North Dakota” prepared by the University of North Dakota School of Medicine and Health Sciences (SMHS) Advisory Council.

Observation: Across numerous efforts, North Dakota has taken an industry sector-based strategy to addressing workforce needs with a particular focus on energy, healthcare, information technology/technology, and manufacturing. While this helps growing industries and aligns with federal policy, it creates siloes that often overlook occupations and skills that cut across sectors and make the workforce less flexible during rapid changes in the State economy.

Recommendation 3: Consider new and different approaches to gathering and identifying industry needs: • When identifying education and workforce needs, organize research, working groups, and impact measures for both sector and skills (e.g., industry and occupation). • The use of career lattices can help identify the occupations with cross-cutting skills, including STEM skills, that can be applied across industries. Consider identifying the most common occupations needed across industries, develop career lattices, and complete appropriate marketing to individuals in those occupations or in related occupations. For example, due to increases in automation, there appears to be increased demand for instrumentation and electrical technicians (I&E technicians) in both the energy and manufacturing sectors. These jobs require expertise in both electrical trades and computer networking. Educating individuals in those discrete occupations, as well as existing I&E technicians, about the transferability of skills across industries could make workers in both industries more responsive during economic changes. Other occupations with cross-cutting skills may include maintenance mechanics; health, safety, and regulatory officers; sales and customer service; financial managers/analysts; project managers; and department managers.

Observation: TrainND appears to be highly responsive to local and regional workforce needs; however, two- and four-year programs do not necessarily build off these programs or offer creditbearing courses building off TrainND courses. A stronger understanding of how TrainND responds to industry needs through specific certifications and credentials may help the university system be more responsive, while also establishing programs to respond to longer term needs of industry.

Recommendation 4: Map the existing system to create efficiencies. Map TrainND certifications against workforce needs and cross-walk industry-based certificates to university-recognized programs. Pay particular attention to the location of delivery, the

particular workforce needs in that region, and how the university system builds on TrainND programs.

Observation: While there are numerous dual credit courses in North Dakota, secondary-postsecondary alignment is still limited; the college dropout rate is particularly high for numerous reasons, including students being unaware of career opportunities and the educational requirements needed for those careers, the lack of alignment between high school and college coursework, and the difficulty of transition. Recommendation 5: Strengthen education-workforce alignment through: • Strengthen career planning and career exploration activities at the K—16 level, with a particular focus on lower grades. • Map career clusters to industries and occupations. This will help secondary students, counselors, and other educators align coursework with careers. Simply mapping career clusters to industries and occupations will not be enough—intensive marketing to schools, students, and families will also be necessary. • Strengthen the alignment between secondary (high school), community college (twoyear/ associate degree), and university (four-year degree) plus continuing education in the state. To our knowledge, there are limited opportunities for high school students to begin a course of study that earns credits toward a technical associate degree.vi The connection of a technical associate degree to a four-year degree, then ongoing education and training is further weakened. The role of secondary education (both Department of Public Instruction and Department of Career and Technical Education) to align coursework and educational standards with the rigors of the university system are essential. • Strengthen lifelong learning by enabling incumbent workers to upgrade skills through stackable credentials, certifications, and associate programs.

Observation: You can't manage what you don't measure. As industries and the economy change, the measures may evolve.

Recommendation 6: Measure results of vision. Use the industry survey and industry reports, as well as other pre-determined data points, and measure progress of the vision over time.

Observation: New entrants to jobs, incumbent workers, and transitioning (disengaged) workers lack knowledge of specific jobs and career pathways and ongoing education and training required to maintain excellence within those jobs.

Recommendation 7: Consider utilizing alumni networks to strengthen continuing education of graduates. Both the university system and TrainND provide opportunities to upskill professionals in high demand occupations.

Observation: Across all sectors, employees lacked technology skills, including a lack of understanding of basic desktop computer applications such as Microsoft Office and mobile applications specific to the industry. Nearly all industries suggested new and existing employees lacked technical skills for basic software packages such as Microsoft Office, as well as more advanced or industry-specific software and technologies such as databases, mobile applications, and project management tools.

Recommendation 8: Identify the standard industry tools (e.g., computer software and mobile applications) and technology skills needed to be successful and integrate training on them into existing curriculum. Elements of this may include: • Mapping where

technology education is currently being taught. (K—12? Higher education?) • As English and Math state standards are currently being re-written, consider adding technology competencies. Integrating basic technology into existing coursework will help students and new and existing employees understand and utilize technology within their work. • Align technology education with industry-appropriate standards on current IT technologies (e.g., Microsoft Office 365), but respond to changing industry needs.

Observation: Across all industries, businesses noted the particular foundational skills needed for new and incumbent workers. Communication skills, both verbal (listening, presentation, and conversational to different stakeholders) and written (formal, informal, and work specific such as email communications and industry-specific writing such as work orders, project plans), as well as time management/ability to prioritize tasks, and problem-solving/troubleshooting were named repeatedly as skills workers were lacking. Some industry leaders suggested they have difficulty hiring high level executives. The ability of staff to take on leadership and supervisory positions varies by industry; however, every industry noted some area for improvement.

Recommendation 9: Strengthen foundational skills development at the K—16 levels through several strategies including: • Integrate foundational skills development into all courses and all programs. The Department of Career and Technical education has developed “Career Ready Practices” and a rubric to measure specific soft skills that helps educators grade/score students on specific soft skills. Tools like this can help educators measure soft skills attainment. • The State may also consider applying a standards-based approach to soft skills valued by industry and benchmarked against other states. • Integrate written assignments and presentations into appropriate technical coursework. Longer project-based learning can also reinforce problem-solving practices and can require written and verbal elements.

Observation: If recommendations 2 and 3 are implemented (ongoing feedback from industry through surveys and biennial reports) and the vision is established, then systems will be created to engage industry.

Recommendation 10: At the completion of final research, disband WEAC and transfer responsibilities to the Workforce Development Council. The Workforce Education Advisory Council will work in partnership with the Workforce Development Council to identify collaborative efforts to improve the connections and engagement between the workforce development system and educational institutions. The Workforce Leadership Team will collaborate to address the goal to expand and retain workforce. The Team will implement and track progress on the strategy to identify and promote untapped labor pools such as Native Americans, New Americans, Individuals with Disabilities and workers pursuing a second career. Further provide training opportunities for above mentioned populations through DVR, Adult Education Centers, TrainND and the state’s public, private and tribal colleges and universities. Governor Doug Burgum signed an executive order on November 7, 2017 creating a task force to assess the existing governance structure for higher education in North Dakota and determine if changes are needed to ensure the system meets the state’s educational and workforce needs in the 21st century. The Task Force for Higher Education Governance will consist of 15 members appointed by the governor, representing the interests of students, faculty, the business

community and all branches of state government. “Building a 21st century workforce and economy requires us to examine our current approach to higher education, including how our 11 public colleges and universities are being governed and whether the system is operating to its fullest potential,” Governor Burgum said. “This task force will determine whether our current higher education governance structure — now nearly 80 years old — is best able to meet North Dakota’s growing educational and workforce needs.”

F. Partner Engagement with Other Education and Training Providers.

Describe how the State’s Strategies will engage the State’s other education and training providers, including providers on the state’s eligible training provider list, as partners in the workforce development system to create a job-driven education and training system.

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The Workforce Leadership team continues to be instrumental in communicating the WIOA requirements for the eligible training provider list and developing the processes.

Job Service is responsible for establishing the eligible training provider list (ETPL) as required by WIOA. Job Service staff maintain continued communication with all providers, public and private on the existing ETPL via written correspondence, conference calls and one on one contact. Community colleges and private vocational

programs play a significant role in WIOA training offerings with short term, credential programs. These community college and private vocational programs offer training that provides employers workers with the skills difficult to find. Job Service staff will assist new and existing training providers through the processes needed to make application for and provide the necessary data for performance for inclusion on the ETPL. Job Service staff coordinated efforts with the State Director of the Office of Apprenticeship to include the North Dakota sponsors on the ETPL. Currently, North Dakota has 49% of the active Registered Apprenticeship Sponsors listed on the ETPL.

G. Leveraging Resources to Increase Educational Access

Describe how the State's strategies will enable the State to leverage other Federal, State, and local investments that have enhanced access to workforce development programs at the above institutions, described in section (E).

The North Dakota workforce development and training system receives Federal and State funding support, and in many cases matching funds are also provided by the private sector. WIOA funds are used to help leverage other Federal fund sources such as Pell Grants and student loans and State funded scholarships such as the North Dakota Academic or Career and Technical Education Scholarship. North Dakota workforce partners have become accustomed to making the most out of limited funds. Collaboration between partners is strong and leveraging funds is a necessity. Co-enrollments of participants are encouraged to maximize the total resources available for preparation of the workforce to meet employment needs. Collaboration among WIOA core programs, SCSEP, Trade Act, business and industry, the North Dakota University System, TrainND (state funded customized employee training), Career and Technical Education (Carl Perkins), refugee services, foster care providers, the State Penitentiary system, and many more partners will result in:

- Expanded awareness and leverage of programs/funds designated to serving targeted populations, often served by multiple entities;
- Rapid development and deployment of programs and activities unique to economic and employment needs for North Dakota's workforce;
- Access to increased numbers of persons in need of assistance, including low skilled, low income, individuals with disabilities, disaffected youth, veterans, dislocated workers, and individuals residing in high unemployment areas, including American Indians.

H. Improving Access to Postsecondary Credentials

Describe how the State's strategies will improve access to activities leading to recognized postsecondary credentials, including Registered Apprenticeship certificates. This includes credentials that are industry-recognized certificates, licenses or certifications, and that are portable and stackable.

The Workforce Leadership Team will establish a committee to specifically address career pathways and strategies to improve access to post-secondary credentials. The committee will consist of staff from Career and Technical Education, Higher Education, Vocational Rehabilitation, ND Office of Apprenticeship, Department of Commerce, Adult Education and Job Service North Dakota. The committee will set goals and metrics which will be tracked through the State Longitudinal Data System and the State Office of Apprenticeship.

WIOA training funds expand the access to postsecondary credential by providing training opportunities to low income, New Americans, disabled individuals and dislocated workers. Occupation areas such as healthcare career ladders of nurse assistant, licensed practical nurse and registered nurse offer career pathways and credential earning opportunities. Transportation occupations offer increased wages and opportunity based on skills and endorsements earned. Welding occupations require a variety of skills and certifications to work in specific areas. The ND eligible training provider list offers many certifications to expand skills for these in demand occupations in the State.

The ND Eligible Training provider list provides information on training program credentials and credential types. The information also includes whether the completed training further requires an industry test for credential. Core Program staff are knowledgeable and inform participants of the options and the steps to follow to pursue credential attainment.

The Workforce Development Council has established an in-demand occupations list for North Dakota in accordance with the Workforce Innovation and Opportunity Act (WIOA). The list includes occupations determined to have a current or potential impact on the state's economy. The list includes occupations where training results in needed industry credentials. North Dakota Labor Market Information's 2016-2018 short-term employment projections were used by applying the following factors: Average to near average growth, high growth and exceptional growth, Education above high school, replacement openings, wages \$39,000 and higher, occupations requiring apprenticeship and long-term on-the-job training.
<https://www.jobsnd.com/sites/default/files/JSND%206185%20In%20Demand%20Occupations%206.17.pdf>

North Dakota utilized PY 2016 Governor's Set-aside funds and the Apprenticeship Accelerator grant to facilitate sector strategies in the following industries; energy, healthcare, information technology, and manufacturing. These industries are targets for increased registered apprenticeship expansion and career pathways resulting in an increase of earned credentials through sector strategy activities. Registered Apprenticeship, pre-apprenticeship, and boot camps will be expanded to develop workforce skills and increase credentials. Industry leaders as well as higher education, Economic Development, Career and Technical Education and the Registered Apprenticeship will partner to increase credentials. The objectives of the Governor's set-aside funds and Apprenticeship Accelerator grant included:

Governor's Set-aside

(1) To promote and increase competency credentials and apprenticeship through: • Outreach and information to employers about competency credentialing and the benefits. Employer buy-in and clear understanding of apprenticeship is critical to the success of an apprenticeship and credentialing initiative; • Establish a list of industry recognized assessments/credentials and determine requirements for an online presence; • Establish a guide/instructions/brochure explaining the process to access and utilize existing assessments and skill badging • Research of other state models for best practices and efforts to replicate in ND; • Research and identification of employers, start with manufacturers, who would benefit and would be suitable to spearhead the competency

assessments available to students and employers. Assist with efforts for an employer to customize an assessment to meet specific workforce skill needs. Research badging and best approach to promote this skill validation; • Coordination with ND University Systems to incorporate credentialing;

(2) To increase utilization of apprenticeship and expand into non-traditional occupations • Research and create pre-apprenticeship opportunities for IT, healthcare, manufacturing and energy industries • Coordinate activities and efforts with the NDUS and Career & Technical Education to increase credentialing in the state • State/Governor Proclamation for an Apprenticeship week

Apprenticeship Accelerator

- Promote Registered Apprenticeship to IT, healthcare and energy industry intermediaries
- Engage Higher Education with a focus on community colleges, to create integrated programs
- Collaborate with Registered Apprenticeship State Director and identify process efficiencies
- Connect with ND community colleges and expand the NDSCS Journeyworker Track program. This is a flexible program providing students the opportunity to earn an Associate in Applied Science degree by combining their previous apprenticeship training with college credit course work
- Collaborate with Career & Technical Education to establish the processes needed to implement pre-apprenticeship sponsorship within the Secondary Career & Technical Education programs and community colleges to engage youth in Registered Apprenticeship and supply the skilled labor pipeline
- Serve as the liaison between the State Apprenticeship Director and the Job Service ND offices for WIOA funding integration with Registered Apprenticeship

VR provides outreach to high schools to provide services to students with disabilities. As part of this effort, potentially eligible and eligible transition students are provided with vocational guidance and counseling which includes job exploration as well as opportunities for enrollment in postsecondary educational programs at institutions of higher education.

Adult learning centers will improve access to post secondary programs in the following ways: • A partnership is being discussed with the ND University System and the Bank of ND to ensure public and private post secondary recruiters are present at all adult learning centers and that students attend to learn about programs and services including financial aid; • Approximately half of current adult learning centers are housed in community college settings; strategies to increase post secondary access have include scholarships to GED recipients, discounts on books, supplies and fees, first semester scholarships and improved orientation methods to allow students to observe classroom activity, meet with staff and current program students; and, • Creating partnerships with employers to offset costs for credentials and certifications.

The Department of Commerce will sustain the efforts to work closely with employers, education entities and the State Director of U.S. Department of Labor Office of Apprenticeship after expending the Apprenticeship Accelerator funding. Department of Commerce staff will work initially with employers to facilitate the process of standard writing and orientation to the Registered Apprenticeship processes. Commerce staff will also work with AJC business services staff to assist with promoting Registered

Apprenticeship and WIOA programs and will training AJC staff on using the DOL Standards Builder tool. In November 2017, the new WIOA compliant State Board, the Workforce Development Council, had its first meeting. The meeting's focus was to present workforce data and information for membership to use in future strategic planning activity. Once strategic initiatives are identified through the Workforce Development Council and the Executive Committee, Governor Set-Aside funds will be utilized to implement workforce strategies in the state.

I. Coordinating with Economic Development Strategies.

Describe how the activities identified in (A) will be coordinated with economic development entities, strategies and activities in the State.

Economic development entities and Job Service have a long history of collaborating with efforts to address workforce needs in the state. North Dakota continues to experience workforce shortages statewide and in all of the Governor's targeted industries. Job Service is a valuable and willing partner for career awareness events such as regional and local career expos, job shadowing and internship promotion events.

Attracting workforce continues to be a huge need in the state and economic development partners coordinate efforts for large job fair events. Job fairs are planned jointly between Job Service AJC staff, chambers of commerce and community EDC's. The recruitment of employers and promotion of the events are shared responsibilities. EDC staff assist during job fair events and greet and welcome employers and job seekers. Each region of the state holds multi industry job fairs that target the specific needs of local employers. Job Fair events can provide opportunities for as many as 110 employers to connect with up to 1300 job seekers. Employers find these recruitment events extremely beneficial and often times hire needed employees on the spot.

Make Your Mark is the Bismarck-Mandan approach to showcase employment opportunities in the capitol city. The website, <http://bmda.org>, promotes the benefits of living in the Bismarck-Mandan area and right at the top of that list are the employment opportunities with a link to the jobsnd.com website and second are the area profiles generated by the Job Service Labor Market Information department. It is clear having Job Service collaboration with these initiatives adds value and increases results. Job Service employment opportunities are promoted through additional Economic Development websites in Grand Forks and Fargo who have links to the state job bank, the Virtual One Stop. This resulted in Job Service coordination between Geographic Solutions and the EDC entity to make it happen. In Northeast ND, an unmanned air systems (UAS) feature jobs report is distributed to promote opportunities at Grand Sky, America's first business and aviation park.

Job Service participates in many activities that support economic development around the state. Established sector groups hold manufacturing roundtables to jointly discuss industry challenges and find solutions, one challenge is recruiting workforce. Job Service staff offers the services available to assist with labor exchange, training opportunities and labor market information.

A labor market study in the Greater Fargo/Moorhead area indicated the critical need for workforce in the highest populated area in North Dakota. Job Service staff assisted in

conducting the survey and continues to assist in establishing and executing initiatives on three subcommittees; Attract, Build and Innovate. The study specifically included utilizing the New American population as a workforce pool. Job Service, local economic development staff and other community stakeholders in Fargo and Grand Forks areas are working together to find ways to overcome language barriers and cultural differences to meet the needs of employers.

Local Job Service AJC staff engage and collaborate with many county Job Development Authorities in their localities and staff are members on their boards. All locations in North Dakota are experiencing workforce shortages and collaborating with these local entities assist with recruitment of workforce and offer training resources. One Job Service Employer Committee remains in North Dakota and has continued due to the benefits of collaboration for this value added agriculture and manufacturing community.

Job Service AJC and VR staff partner with local economic development corporations (EDC) in a variety of ways. Many Job Service management are members on the EDC boards. Job Service AJC staff participate in EDC strategic planning meetings, workforce study planning, provide labor market information and regional employment issues such as workforce shortages and child care. Partnerships are developed to collaborate to ensure the success of new employers who open their business. This assistance includes recruiting workforce, posting job orders and resume searches. Joint meetings are held with entrepreneurs and new employers who are looking to locate or expand their markets to the area and receive information on the workforce resources and financial incentives available. Financial incentives may include WOTC, WIOA and state tax incentives. County and city demographics are shared as well as supply and demand information.

Job Service AJC staff participate with sector strategies with the following industry groups; Tech Connect IT Sector, the Health Tech Trade Steering Committee and Manufacturer's Roundtables.

Job Service AJC staff partner with city EDC's to connect area students to careers. Arranging job-shadow days in February is a way to introduce industry and employers to provide career exploration. This effort includes local EDC's, area high schools, community colleges and universities to provide a 4-6 hour job shadow to area students. Job Service AJC staff and EDCs partner to promote local employment and careers through the EDC sponsored Career Counselor Week. Career counselors hear presentations about local economic development, employment opportunities and labor market information to use with their students.

EDC's depend on the involvement and resources from Job Service AJC and VR management and staff to conduct annual Career Expos. Career expos feature hands on employer exhibits and break-out sessions on career exploration and pathways. Economic development staff consider this a collaborative workforce retention strategy and educates attendees about career opportunities and related training needed.

Many Job Service management and VR staff are members on their local chamber of commerce and subcommittees. An example is the Chamber Agriculture Committee working with businesses to promote agriculture and agricultural related businesses in Southwest North Dakota or Military Affairs to sustain partnerships with the two Air

Force Bases in the State, Young Professionals groups and Business Training committees. Job Service AJC and VR staff frequently provide LMI information and participate in area Leadership courses. Core Program staff strengthen relationships with area chamber members by participating in Business after Hours events, area Human Resource committees and Downtowners Associations. Chamber of Commerce Ambassador Group membership is a strong business relationship builder through ribbon-cutting and groundbreaking ceremonies to celebrate grand openings, new locations, groundbreakings, expansions and milestone accomplishments of Chamber members. Job Service staff exhibit at university career recruitment events making soon-to-be graduates aware of North Dakota opportunities.

b. State Operating Systems and Policies

The Unified or Combined State Plan must include a description of the State operating systems and policies that will support the implementation of the State strategy described in **Section II Strategic Elements** . This includes—

1. The State operating systems that will support the implementation of the State’s strategies. This must include a description of—

A. State operating systems that support coordinated implementation of State strategies (e.g., labor market information systems, data systems, communication systems, case-management systems, job banks, etc.).

Job Service utilizes the Geographic Solutions products as the operating system for labor exchange, case management and labor market information. The labor exchange function is linked from jobsnd.com to the job listing site that provides fast access to a database of thousands of jobs. Job Spidering, a powerful online tool that captures job listings from other sources including corporate web sites, online newspaper listings, and other private job boards is one of the features included. Spidered jobs are added to internal job listings to provide seamless access to thousands of job openings. Employers benefit from having job openings viewed by the largest applicant pool in North Dakota and the ability to view similar listings for wage and benefit comparison. Job seekers benefit by having the largest single portal in North Dakota to access job openings for all occupations. Jobsnd.com has the largest pool of job openings in the state.

The Job Service case management system is also a Geographic Solutions product and is utilized for all registrations, enrollments and data entry for the Wagner-Peyser, WIOA Adult, Dislocated Worker and Youth programs. The case management system is linked to the labor exchange system and tracks participant’s activity. The Trade Act program activity is incorporated into this system. The system provides ease for dual enrollment and seamless case management. Each participant has an enrollment summary that captures the activity from the multiple programs and case managers can quickly ascertain the current status and plan for future recommendations to achieve employment goals. All case notes are centralized which provides a cohesive picture of a participant’s activity over multiple programs. In May of 2017, document imaging was incorporated into the

case-management system. All documents required for monitoring and data validation are stored electronically. Case managers have a procedure manual that provides technical assistance for data entry, data validation and system use.

Geographic Solutions is the vendor for North Dakota's labor market information. Jobsnd.com includes the link to North Dakota's Workforce Intelligence Network (NDWIN). NDWIN is a next generation internet application bringing together diverse stakeholders through an expanded data collection and data mining effort. NDWIN generates, compiles, disseminates and publishes the state's leading economic data and labor market information—from wages to projections to the latest employment figures—resulting in better-informed economic decisions. NDWIN has the most extensive network of economic data resources in the state, maintained by experienced research analysts meeting high statistical standards.

VOCATIONAL REHABILITATION AWARE (Accessible Web-Based Activity Reporting Environment) is NDVR internal, web based, fully integrated, comprehensive case management software system designed for public vocational rehabilitation agencies. AWARE is hosted by the State of North Dakota Information Technology Department. Staff within the VR program possess the requisite skills and program knowledge to support the administration of AWARE. This group exchanges information about the system and recommends system's modifications to its vendor Alliance Enterprise.

ADULT EDUCATION The North Dakota Department of Public Instruction, Adult Education office, operates a statewide student management data system known as LACES (Literacy, Adult and Community Education System) for every student served. Used since 2010, this comprehensive web-based program allows each adult learning center, as well as the ND Department of Corrections and Rehabilitation, to enter standard demographic, assessment, attendance, class hours and other relevant related data into a real time structured system. All core program operating systems have been updated to gather required Participant Information Record Layout (PIRL) data.

B. Data-collection and reporting processes used for all programs and activities, including those present in one-stop centers*.

Job Service receives a data file generated from Geographic Solutions from all program information. Job Service sends this file to WRIS and uses the file to match against North Dakota wage records. The results from WRIS and the state's wages are combined and sent back to Geographic Solutions. The wage results are incorporated into the data file and returned to Job Service. This file is used to generate the WIOA, Wagner-Peyser, VETS and Trade Act federal reports through the WIPS.

Vocational Rehabilitation AWARE can be customized to include data elements unique to NDVR's business plan and to produce specialized reports. The agency uses AWARE to track service delivery, case service funds, usage and outcomes. The agency further uses AWARE to track service provided through contracts with local school districts and providers to students age 14-24 engaged in pre-employment activities. Pre-employment activities to this group follow the required cores service funded through 15% of the agencies federal VR grant. Students' engagement in pre-employment service can be tracked and their activities achieved in the AWARE until the time they graduate

secondary school, no longer participate in pre-employment service or apply for and are found eligible for Vocational Rehabilitation service. Web-based and real time reports are available to all staff with access to AWARE, both remotely and at itinerant locations. Counselors and managers can view a variety of data and information, including budgets, production activities and “action due” reports. The RSA-113 and RSA-911 reports produced for RSA are generated directly from AWARE.

Adult Education - The LACES system is self-hosted and produces annual tables required by OCTAE through an upload process to the NRS site. Training is annually required on feature use and data evaluation. This student data management system is used by all 9 regional sites and 3 satellite programs as the adult education student data management system. Customized alerts allow staff to track multiple data fields, including follow up. Multiple queries are readily available, as is a dashboard feature for each program to ‘self-assess’ progress in six key areas. The State Office has access to all program data and conducts a quarterly data analysis of each local program for progress, accomplishments and challenges. State and local program staff use LACES to track service delivery and outcomes as an individual teacher and program performance indicators.

All core program operating systems have been updated to gather required Participant Information Record Layout (PIRL) data.

* For the PY 2016 state plan, descriptions of data collection and reporting processes need only include currently known indicators.

2. The State policies that will support the implementation of the State’s strategies (e.g., co-enrollment policies and universal intake processes where appropriate). In addition, provide the State’s guidelines for State-administered one-stop partner programs’ contributions to a one-stop delivery system.

The Core Partner staff will establish a workgroup of frontline case managers to create a best practice that will be put into policy with regard to co-enrollment of mutual participants. The policy will outline the process case managers will take when determining referrals and co-enrollments between partner programs. The policy will be shared with all partner program staff through interactive video conferencing and training will be provided to implement processes outlined in the policy. Management staff will monitor and reinforce the policy on an ongoing basis. During local partner meetings, the policy will be discussed and reviewed and will be modified as necessary.

North Dakota’s system is in place to establish co-enrollments, primarily for programs administered by Job Service ND; Title WIOA Adult, Youth and Dislocated Worker, Wagner Peyser, Trade Act, and JVSG. For example, Job Service ND requires co-enrollment of Trade Act Recipients whenever they receive assistance or services from WIOA Dislocated Worker. North Dakota’s Virtual One-Stop case management module records and provides a comprehensive view of offered services and eliminates duplication. The Virtual One-Stop case management module contains fields to indicate co-enrollment with required partners such as Adult Education, Vocational Rehabilitation and SCSEP service providers.

The North Dakota co-enrollment policy states:

Purpose: To inform all one-stop career center staff of the procedures for co-enrolling eligible customers in the Wagner-Peyser program and Workforce Innovation and Opportunity Act (WIOA) Title I program. The Virtual One Stop case management module records and provides a comprehensive view of offered services and eliminates duplication.

Background: The North Dakota Unified State Plan states that North Dakota will co-enroll one-stop customers in partner programs. Co-enrollment policy and process is as follows:

Co-Enrollment of Trade Act Eligible Participants Eligibility will be determined during the certification process by the Trade Act representatives. TAA participants will be co-enrolled in the WIOA Title I Dislocated Worker program at the time of training enrollment.

Co-Enrollment of JOBS Participants TANF E & T participants may be co-enrolled in Wagner-Peyser based on the need for career services. WIOA Adult program co-enrollment will be determined based on individual assessment and need.

Co-Enrollment of BEST Participants SNAP E & T participants will be automatically co-enrolled in Wagner-Peyser. WIOA Adult program co-enrollment will be determined based on individual assessment and need.

Co-Enrollment of PRIDE Participants (TANF funded) PRIDE participants will be automatically co-enrolled in Wagner-Peyser. WIOA Adult program co-enrollment will be determined based on individual assessment and need.

Co-Enrollment of UI Claimants UI claimants, who are required to have a work search, will be automatically co-enrolled in Wagner-Peyser. WIOA Dislocated Worker program co-enrollment will be determined based on individual assessment and need.

RESEA participants RESEA participant co-enrolled in WIOA Title I programs will be determined at the time of the RESEA assessment/orientation.

Co-Enrollment of Adult Education Participants Adult Education participants will be co-enrolled in Wagner-Peyser and WIOA Title I based on referral information and collaborative plan between program case management staff and instructors, individual assessment and need.

Co-Enrollment of Vocational Rehabilitation Participants Vocational Rehabilitation participants will be co-enrolled in Wagner-Peyser and WIOA Title I based on referral information and collaborative plan between program case management staff and counselors, individual assessment and need.

Co-enrollment within WIOA Title I (Adult, Dislocated Worker and Youth) Programs Participants may be co-enrolled within all WIOA Title I programs based on fund eligibility and on individual assessment and need.

North Dakota is a single area state. There is only one local funding mechanism. The North Dakota Infrastructure Funding Agreement(IFA) is attached as an addendum to the One-Stop Delivery System Memorandum of Understanding. The IFA states:

Infrastructure Funding Agreement American Job Center infrastructure costs are defined as non-personnel costs that are necessary for the general operation of the American Job Center. The cost categories are listed in the chart below. All Parties to this Infrastructure Funding Agreement (IFA) recognize that infrastructure costs are applicable to all required Partners, whether they are physically located in the American Job Center or not. Each partner's contributions to these costs, however, may vary, as these contributions are based on the proportionate use and relative benefit received, consistent with the Partner programs' authorizing laws and regulations and the Uniform Guidance. The Partners are identified in the Cost Allocation Methodology section of this agreement. The schedule of the Infrastructure Funding Agreement will begin each calendar year, January 1 through December 31.

Cost Allocation Methodology

Job Service North Dakota administers several of the WIOA core and required partners. The agency cost allocation plan is used to cover Infrastructure costs. Partner programs administered by Job Service North Dakota are WIOA Adult, WIOA Dislocated Worker, WIOA Youth, Wagner-Peyser, Jobs for Veterans State Grant, Trade Adjustment Act, Unemployment Insurance and Unemployment Insurance funded Reemployment Services and Eligibility Assessments program. Job Service North Dakota administers a portion of the Temporary Assistance for Needy Families (TANF) employment and training and TANF funded Parental Responsibility Initiative for the Development of Employment program through contract from the Department of Human Services. All staff overhead charges are applied to infrastructure costs. The partner programs physically located in an American Job Center will have square footage usage determine in the lease which factors in the infrastructure costs. Leases will be paid on a monthly basis. The partner programs not physically located in an American Job Center will have benefit determined by co-enrollments and available tallied customer orientations. See the chart for program details.

Partners	Method to determine benefit	Resources
WIOA Title I (Dislocated Worker, Youth & Adult)	Staff FTE's and Customer s	Overhead portion of staff charges
Wagner-Peyser (employment services)	Staff FTE's and Customer s	Overhead portion of staff charges
JVSG (VETS)	Staff FTE's and Customer s	Overhead portion of staff charges
Trade Act	Staff FTE's and Customer s	Overhead portion of staff charges
Unemployment Insurance	IP addresses and UI ICE login's Square footage for UI Tax staff	RESEA Overhead portion of staff charges, FAIRA and UI Admin

Partners	Method to determine benefit	Resources
Adult Education	of co-enrollments with Wagner - Peyser staff assisted services & WIOA Title I	Adult Ed Admin funds
Vocational Rehabilitation	of co-enrollments with Wagner - Peyser staff assisted services & WIOA Title I	Program funds
TANF	Staff FTE's for JOBS & PRIDE of co-enrollments with Wagner - Peyser staff assisted & WIOA Title I	Overhead portion of staff & charges, Admin Funds
NFJP (Farmworker Program)	of co-enrollments with Wagner - Peyser staff assisted services & WIOA Title I	Admin and Program funds
Job Corps	Square footage and of co-enrollments with Wagner-Peyser staff assisted services & WIOA Title I and onsite orientations	Program funds
SCSEP (Older Worker Program)	of co-enrollments with Wagner- Peyser staff assisted services & WIOA Title I	Admin and Program funds
Perkins-Post Secondary (Career & Tech Ed)	of co-enrollments with Wagner- Peyser staff assisted services & WIOA Title I	Admin funds

CSGB and HUD employment and training, YouthBuild and the Second Chance Act programs are not present in North Dakota. The Indian & Native American programs will not be participating in the Infrastructure Funding Agreement according to WIOA sec. (h)(2)(D)(iv).

Cost Reconciliation

All Parties agree that a semi-annual reconciliation of budgeted and actual costs and update of the costs and benefit determinations will be shared by Job Service North Dakota. An invoice will be prepared for each Partner with the actual costs allocable to each Partner in accordance with the following process: • Job Service ND will submit the invoices to the Partners and send a copy of the updated budget to all Parties no later than forty-five (45) days after the end of the calendar year. • Upon receipt of the invoice and adjusted budget, each Partner will review both documents and will submit payment to Job Service North Dakota no later than fifteen (15) days following receipt. Payment of the invoice signifies agreement with the costs in the adjusted budget. • Partners will communicate any disputes with costs in the invoice or the adjusted budget to Job Service North Dakota in writing.

Steps to Reach Consensus

All Parties agree that the steps to reach consensus for this IFA will be the same as described in the Dispute Resolution section of the MOU. Partners will make a concerted effort to negotiate the IFA along with the remainder of the MOU, including the overall operating budget, for the North Dakota American Job Center network.

3. State Program and State Board Overview

A. State Agency Organization

Describe the organization and delivery systems at the State and local levels for the programs covered in the plan, including the organizational structure. Include an organizational chart.

Titles I and III of WIOA are administered by Job Service North Dakota.

Job Service's history is rooted in the Wagner-Peyser Act of 1933 and the Social Security Act of 1935 and is the WIOA one-stop operator providing employment and training services to workers, job seekers, youth and businesses. Job Service administers the unemployment insurance program, Jobs for Veterans State Grant, Trade Act, TANF employment and training and a TANF discretionary program, SNAP employment and training, and 2 state programs including incumbent worker training. Job Service houses the Labor Market Information center.

The Job Service ND organizational chart may be viewed here, http://www.jobsnd.com/sites/default/files/JSNDOrgStructure2016_0.pdf.

Title II of WIOA is administered by the Department of Public Instruction. The organization chart may be viewed here,

<https://www.nd.gov/dpi/uploads/28/orgchart.pdf>.

Title IV of WIOA is administered by the Department of Human Services. The organizational chart may be viewed here, <https://www.nd.gov/dhs/dvr/wioa/docs/WIOA-Org-Chart.pdf>.

B. State Board

Provide a description of the State Board, including—

i. Membership roster

Provide a membership roster for the State Board, including members' organizational affiliations.

Governor Doug Burgum

Senator Randall Burckhard

Representative Cynthia Schreiber-Beck

Patrick Bertagnolli, Nuverra Environmental Solutions (business)

David Farnsworth, Great River Energy, Chair (business),

Uma Hoffmann, Enduraplas(business)

Jan Kamphuis, Sanford Health (business)

Janelle Klinke, Eventide (business)

Perry Lubbers, Trail King Industries (business)

Tiffanie Gelinske, Economic Development (business)

Cindy Griffin, Midwest AgEnergy Group (business)
Jake Joraanstad, Myriad Mobile (business)
Kurtis Karn, CoSchedule (business)
Guy Moos, Baker Boy (business)
Misty Porter-Belch, Northrup Grumman (business)
Andrew Scott, Dakota Medical Foundation (business)
Don Shilling, General Equipment (business)
Arnie Strebe, Starion Bank (business)
Tim Johnson, UPS (business)
Keith Lund, Economic Development (business)
Marya Skaare, MBI Energy Services (business)
Michelle Kommer, Job Service ND and Department of Labor (Core program)
Valerie Fischer, Adult Education (Core program)
Robyn Throlson, Vocational Rehabilitation (Core program)
Tony Grindberg, City of Fargo Commissioner (CEO)
Lyn James, City of Bowman Mayor (CEO)
Mark Hagerott, ND University System (Workforce)
Waylon Hedegaard, AFL-CIO (Workforce)
Mark Wagner, ND Department of Career & Technical Education (Workforce)
James Whirlwind Soldier, Mind Shift (Workforce)
Kasper Ziegler, Labor Union instructor (Workforce)
Jim Davis, Turtle Mountain Community College (Workforce)
Jason Ehlert, Building Trades President (Workforce)
Wayde Sick, Department of Commerce (Governor's choice)

ii. Board Activities

Provide a description of the activities that will assist State Board members and staff in carrying out State Board functions effectively.

The Workforce Development Council meets a minimum of quarterly and is briefed by the Director and core program staff of the requirements in WIOA. The newly created WIOA compliant State Board under Governor Burgum has been given a specific responsibility for workforce strategic planning. Sub committees, Executive and Administrative, will have greater responsibilities for creating agendas and completing assignments to further

move initiatives of the identified strategic plans and utilization of Governor's Set-Aside funds. This planning will utilize data and establish measureable outcomes to quantify success. The Council discusses recommendations and provides approval on policies concerning their responsibilities. Each meeting provides the status of each core program's outcomes towards negotiated performance levels.

4. Assessment and Evaluation of Programs and One-Stop Program Partners

A. Assessment of Core Programs

Describe how the core programs will be assessed each year based on State performance accountability measures described in section 116(b) of WIOA. This State assessment must include the quality, effectiveness, and improvement of programs broken down by local area or provider. Such state assessments should take into account local and regional planning goals.

North Dakota is a single workforce area.

Job Service ND staff conducts annual monitoring of the WIOA programs at the Job Service AJCs.. WIOA adult, dislocated worker, and youth files will be sampled and reviewed for compliance with federal WIOA regulations, and Job Service WIOA policy and procedure directives. In May of 2017, document imaging was incorporated into the case-management system. All documents required for monitoring and data validation are stored electronically. Results and recommendations of the monitoring are reviewed with the Job Service AJC managers and supervisors. A written report identifying deficiencies and recommendations for improvement is disseminated response and, as warranted, corrective action. This monitoring enables WIOA managers and supervisors to readily see how well the Job Service AJCs are performing in case management and where improvements are needed.

Desk reviews include bi-annual monitoring of participant WIOA expenditures. The process of monitoring expenditures includes pulling a sample of payments from all the quarterly payments made on behalf of WIOA participants. Case managers forward the source documentation used to justify the payments in the sample. The results of the review are documented and compiled in a formal report and disseminated to the WIOA managers and supervisors for response and, as warranted, corrective action.

WIOA data element validation verifies the accuracy of WIOA participant data used to generate the WIOA performance reports. An official report on the results of the WIOA data element validation review is issued each year. The ND Department of Public Instruction and the Adult Education office have several levels of internal assessment. A developed work plan is reviewed and approved by DPI management each biennium as part of the budget process; state funds are allocated to align to the work plan goals and tasks. Quarterly reviews of the work plan and accomplishments are completed between the Director and management. The review includes fiscal, program data, local program data and general program oversight.

The adult education office is also available upon request for federal and state auditing/monitoring; the adult education office has undergone state audit process the past two biennium's with no fiscal or program findings. The State Adult Education office monitors each local programs every 3 years and more often if there is a new director, a previous finding or upon request. The onsite monitoring covers 17 areas of program and fiscal authority and involves multiple staff.

Federal performance indicators are also part of the Director annual review process and a determination of performance. Additionally, each local program is also assessed on its individual performance indicators. The North Dakota Division of Vocational Rehabilitation maintains a comprehensive program evaluation system with various components: • Consumer record of services review • Grantee oversight • Evaluation of service providers • Customer satisfaction • Performance measures monitoring

Data for program evaluation is collected using various methods, including surveys (telephone), public forums, site reviews, grant reports, client record reviews, client comment forms, a statistical system and program standards and performance indicators. This information is analyzed by management; if appropriate, it is shared with staff, service providers, grantees, federal funding agencies, legislature, clients and others. The analysis is used to assess unmet consumer needs, improve services and to guide the Division in planning its future focus and direction. Additionally, the information is used to assess and forecast the training needs of the Division's staff. Performance indicators have traditionally included: Change in Employment Outcomes • Percent of Employment Outcomes • Competitive Employment Outcomes—a primary indicator • Significance of Disability—a primary indicator • Earnings Ratio—a primary indicator • Self-Support • Rehabilitation Rate

Collectively, the core partners share performance measures and annual outcomes with the Governor's Workforce Development Council.

B. Assessment of One-Stop Program Partner Programs

Describe how other one-stop delivery system partner program services and Combined State Plan partner programs included in the plan will be assessed each year. Such state assessments should take into account local and regional planning goals.

North Dakota is a single workforce area.

Job Service, as the one-stop operator, will assess the performance of other one-stop delivery system partner programs. Programs included in this assessment are Trade Act, Jobs for Veterans State Grant, SNAP employment and training, TANF employment and training and TANF discretionary funds. Assessments are completed by matching to North Dakota UI wages for entered employment performance on SNAP employment and training. Job Service will monitor monthly work participation rate reports for TANF employment and training. The State Administrator of the Jobs for Veterans State Grant (JVSG) accompanies the DVET during the annual required audit which assesses service delivery, priority of service and performance measures. Additional JVSG assessment is a review of the Managers Quarterly Report for Service to Veterans. Annual TAA data element validation results are assessed for any areas to improve and technical assistance. The results of the TAA review are documented and compiled in a formal report and

disseminated to the Job Service AJC managers and supervisors for response and, as warranted, corrective action.

C. Previous Assessment Results

Beginning with the state plan modification in 2018 and for subsequent state plans and state plan modifications, provide the results of assessments of the effectiveness of the core programs and other one-stop partner programs and Combined State Plan partner programs included in the Unified or Combined State plan during the preceding 2-year period (i.e. the 2-year period of the plan modification cycle). Describe how the State is adapting its strategies based on these assessments.

Data from PY 2016 indicated that the WIOA Adult program was effective in serving individuals who are low income. This was further documented by the high percent (42%) of SNAP recipients. 31% of WIOA Youth participants were SNAP recipients. Close to 25% of all adult enrollments were individuals with a disability. The data indicates collaboration between partner programs through referrals for WIOA Adult and Youth services.

The North Dakota Division of Vocational Rehabilitation has traditionally met and exceeded prime indicators. As an example the VR program standard for the percent of employment outcomes for a North Dakota Combined is 55.8%. North Dakota VR's percent of employment outcomes for FY 17 is 71%.

Adult Education uses two methods for assessment of the effectiveness of services: the dissection and review of performance measures and monitoring and subjective evaluation with students, local advisory boards and sponsoring agency evaluations. In addition to the local review of performance measures and program monitoring as discussed previously, customer (student) satisfaction surveys and focus groups are completed at each local program to determine their level of satisfaction with the quality of instruction, the coordination of career information, and overall improvements or suggestions. Local programs have changed hours, instructional delivery or other program features based on the surveys. Each local program has an advisory board who also provides regular feedback on service delivery, partnerships and outcomes; this information is also used to make changes at the local program level. Lastly, each sponsoring agency (i.e., school district or community college) is asked to annually assess for performance and services; this is part of the overall performance management of the local program director. The combination of these methods allows both state and local programming to be flexible in meeting the needs of their communities and students, as well as assess unmet student needs, improve services and to guide the department in planning its future focus, fiscal and programmatic needs.

D. Evaluation

Describe how the State will conduct evaluations and research projects on activities under WIOA core programs; how such projects will be coordinated with, and designed in conjunction with, State and local boards and with State agencies responsible for the administration of all respective core programs; and, further, how the projects will be

coordinated with the evaluations provided for by the Secretary of Labor and the Secretary of Education under WIOA.

North Dakota has a significant workforce shortage in nursing and healthcare occupations. North Dakota chose to study the WIOA Title I training results as it relates to training funded in nursing and healthcare occupations and the effectiveness in meeting performance outcomes.

The population sample for the health care training study included 293 total participants with exit dates between July 1, 2012 and September 30, 2015. A total of 14 healthcare occupations were analyzed. However, only three occupations had a large enough sample size to be identified in the study. The three healthcare occupations included: certified nursing assistants, licensed practical nurses and registered nurses. The study included all participants who were enrolled in a healthcare training program and were funded by WIOA Title I. Variables which were analyzed included: wages, successful and unsuccessful completion rates, North Dakota employment status one year after exiting the enrolled training and 3rd quarter of 2015. Healthcare wages outside of the State of North Dakota were not included in the study; therefore, based on Job Service North Dakota's research findings, it was concluded those individuals who had no wages to report were either unemployed or employed outside of the State of North Dakota.

Results and Conclusion Based on the findings of the health care training study Job Service North Dakota conducted, the study confirms participants enrolled in the LPN and RN training programs have by far the most successful completion rates of all the healthcare training programs analyzed. The study also eluded to an unsuccessful completion rate of 22% for CNAs. Of all the participants enrolled in a WIOA Title I funded training program, 32% are enrolled in the CNA program. Due to the small sample size and the lack of a comparison group, participants in the other health care training programs were not included in the study.

Recommendation When a participant is interested in a CNA or LPN WIOA Title I funded training program, staff should recommend participants research the roles and responsibilities of the occupation in an effort to increase the successful training rate. Lastly, due to the large unsuccessful CNA and LPN completion rates determined by our analysis and the demand for nurses within the State of North Dakota, it is recommended the agency facilitates increased level of customer choice and encourages career pathways.

(SLDS and WDQI are described in section III.b.6.B - Assessment of Participants' Post-Program Success) DVR conducts case reviews to ensure that individual counselors as well as regions are complying with state and federal regulations and policies as well as to identify best practices. 10% of all counselors' cases are reviewed by a statewide review team bi-annually annually. Each Regional Administrator is also responsible for review a minimum of 10% of each counselor's cases annually. In addition, there are also focused reviews conducted quarterly on cases that are identified to have an anomaly such as an extended period of time in a status. Conducting these reviews helps to ensure that VR clients are receiving quality services. When needed, DVR will provide additional training at either the regional or state level. The reviews are can also identify if a specific counselor is not meeting the acceptable performance standards and are then placed on a plan for improvement. DVR, upon recommendation and guidance from the State

Rehabilitation Council (SRC), contracts with an independent marketing and research firm to conduct client satisfaction surveys. New questionnaires were developed with consultation and approval by the SRC which includes questions regarding their satisfaction with other service providers and if they found the other organization or resources helpful which does include Job Service ND. The research firm conducts quarterly surveys on a random sample of individuals who have open cases and have advanced to the next status as well as those whose cases were closed. The summary report is then reviewed and shared with the Chief of Field Services as well as the Regional Administrators. Areas that are identified to be a weakness are addressed at the appropriate level. Evaluation of adult education local programs involves several methods:

- Every site is monitored according to state and federal standards every other year through an onsite visit and self-assessment model.
- Annual desk audits are completed by each local program director and staff.
- The state office initiates monthly data audits using the student data management system LACES and also NRS data tables for each site.
- As ND uses GED as its HSE, the GEDTS and PV data tools are also used to evaluate academic gains.

5. Distribution of Funds for Core Programs

Describe the methods and factors the State will use in distributing funds under the core programs in accordance with the provisions authorizing such distributions.

A. For Title I programs

For Title I programs, provide a description of the written policies that establish the State's methods and factors used to distribute funds to local areas for—

i. Youth activities in accordance with WIOA section 128(b)(2) or (b)(3),

For Title I programs, North Dakota is a single State local area under the Workforce Innovation and Opportunity act of 2014 as designated by Governor Doug Burgum. Job Service North Dakota is designated by the Governor as the WIOA Fiscal Agent, Grant Recipient and State Administrative Entity. The Job Service ND Executive Director is designated as the WIOA Liaison. The WIOA Youth activities are provided by Job Service North Dakota through a Memorandum of Understanding between the Workforce Development Council and Job Service North Dakota.

ii. Adult and training activities in accordance with WIOA section 133(b)(2) or (b)(3),

For Title I programs, North Dakota is a single State local area under the Workforce Innovation and Opportunity act of 2014 as designated by Governor Doug Burgum. Job Service North Dakota is designated by the Governor as the WIOA Fiscal Agent, Grant Recipient and State Administrative Entity. The Job Service ND Executive Director is designated as the WIOA Liaison. The WIOA Adult and Dislocated Worker Career Services and Training are provided by Job Service North Dakota through a Memorandum of Understanding between the Governor, the Workforce Development Council and Job Service North Dakota.

iii. Dislocated worker employment and training activities in accordance with WIOA section 133(b)(2) and based on data and weights assigned.

For Title I programs, North Dakota is a single State local area under the Workforce Innovation and Opportunity act of 2014 as designated by Governor Doug Burgum. Job Service North Dakota is designated by the Governor as the WIOA Fiscal Agent, Grant Recipient and State Administrative Entity. The Job Service ND Executive Director is designated as the WIOA Liaison. The WIOA Adult and Dislocated Worker Career Services and Training are provided by Job Service North Dakota through a Memorandum of Understanding between the Governor, the Workforce Development Council and Job Service North Dakota.

B. For Title II:

i. Multi-year grants or contracts

Describe how the eligible agency will award multi-year grants or contracts on a competitive basis to eligible providers in the State, including how eligible agencies will establish that eligible providers are organizations of demonstrated effectiveness.

The North Dakota Department of Public Instruction, Adult Education Office, held a new competition to distribute AEFLA funds for the 2017-2018 program year (July 1, 2017). The ND Governor's Workforce Development Council, which serves as the only state WIB sought statewide fund distribution by a regional service delivery model to maximize service delivery statewide. Each regional site will determine the delivery of satellite programs within the respective region. A (historical) formula method was used to determine the amount of funding based upon region population, unemployment rates and other distinguished factors (past performance of core indicators, EFL gains) to be determined prior to the competition and RFP development. The ND Department of Public Instruction (DPI) is the State's eligible agency for adult education and literacy programs and responsible for administering funds and providing program/performance oversight to local program grantees. Adult education and literacy eligible providers approved under WIOA requirements will continue to receive funding through June 30, 2018, as long as the eligible current providers adhere to State and federal grant expectations as measured through annual applications, financial reports, and program performance reports. Funding will be made available on a three year cycle to provide adult education services. After implementation of services, providers will apply on an annual basis for continuing funding under Title II.

ii. Ensure direct and equitable access

Describe how the eligible agency will ensure direct and equitable access to all eligible providers to apply and compete for funds and how the eligible agency will ensure that it is using the same grant or contract announcement and application procedure for all eligible providers.

The ND Department of Public Instruction, Adult Education office directly funds its grants and contracts and does not use or fund a sub-State entity to conduct a competition. The agency will use the same announcement, application and process for all applications as is required in ND Century Code; the required involvement of the agency procurement officer is to ensure that all applications are treated in the same manner and with consistent processes; that application processes are clear written and nonnegotiable. Direct application will be the required norm. DPI procurement processes ensures direct

access to apply for grants or contracts to all eligible providers in ND. Eligible applicants under Section 231 of WIOA will submit applications to the agency. RFPs for all programs competed were awarded under WIOA sections 225: corrections; 231: eligible providers; and 243: integrated English Literacy and Civics Education.

C. Title IV Vocational Rehabilitation

In the case of a State that, under section 101(a)(2)(A)(i) of the Rehabilitation Act designates a State agency to administer the part of the Vocational Rehabilitation (VR) services portion of the Unified or Combined State Plan under which VR services are provided for individuals who are blind, describe the process and the factors used by the State to determine the distribution of funds among the two VR agencies in the State.

The Rehabilitation Act, allows states to operate as a “combined” agency serving individuals regardless of their disabilities. The act also allows states to operate two separate VR agencies, one agency for individuals who are blind or visually impaired, and a “general” agency for individuals with all other disabilities. North Dakota VR program, authorized as title IV of WIOA is designated as a “combined” agency serving individuals regardless of their disability.

6. Program Data

A. Data Alignment and Integration

Describe the plans of the lead State agencies with responsibility for the administration of the core programs, along with the State Board, to align and integrate available workforce and education data systems for the core programs, unemployment insurance programs, and education through postsecondary education, and to the extent possible, the Combined State Plan partner programs included in this plan. The description of the State’s plan for integrating data systems should include the State’s goals for achieving integration and any progress to date.

i. Describe the State’s plans to make the management information systems for the core programs interoperable to maximize the efficient exchange of common data elements to support assessment and evaluation.

North Dakota has integrated data elements for WIOA Adult, Youth, Dislocated Worker and Wagner-Peyser within Job Service. There is no plan to integrate an exchange of common data elements with Vocational Rehabilitation and Adult Education. Job Service data and Adult Education data can be gathered through the ND State Longitudinal Data System (SLDS) for evaluation purposes. Since Vocational Rehabilitation is not included in SLDS, Vocational Rehabilitation will provide data on request for evaluation purposes. Assessment information is shared between the three agencies through release of information processes.

ii. Describe the State’s plans to integrate data systems to facilitate streamlined intake and service delivery to track participation across all programs included in this plan.

North Dakota has integrated data elements for WIOA Adult, Youth, Dislocated Worker and Wagner-Peyser within Job Service. There is no plan to integrate an exchange of common data elements with Vocational Rehabilitation and Adult Education.

iii. Explain how the State board will assist the governor in aligning technology and data systems across required one-stop partner programs (including design and implementation of common intake, data collection, etc.) and how such alignment will improve service delivery to individuals, including unemployed individuals.

North Dakota has integrated data elements and intake for WIOA Adult, Youth, Dislocated Worker and Wagner-Peyser within Job Service. There is no plan to integrate an exchange of common data elements with Vocational Rehabilitation and Adult Education. This integrated system serves many unemployed individuals. Vocational Rehabilitation and Adult Education are encouraged to refer participants to utilize Title I and Wagner Peyser programs to receive career services and training services when appropriate to improve service delivery and reduce duplicative effort.

iv. Describe the State's plans to develop and produce the reports required under section 116, performance accountability system. (WIOA section 116(d)(2)).

Job Service, Adult Education and Vocational Rehabilitation will submit reports required under section 116, performance accountability separately. Job Service will submit reports for WIOA Adult, Dislocated Worker, Youth and Wagner-Peyser.

Planning Note: States should be aware that Section 116(i)(1) requires the core programs, local boards, and chief elected officials to establish and operate a fiscal and management accountability information system based on guidelines established by the Secretaries of Labor and Education. States should begin laying the groundwork for these fiscal and management accountability requirements, recognizing that adjustments to meet the elements above may provide opportunity or have impact on such a fiscal and management accountability system.

B. Assessment of Participants' Post-Program Success

Describe how lead State agencies will use the workforce development system to assess the progress of participants who are exiting from core programs in entering, persisting in, and completing postsecondary education, or entering or remaining in employment. States may choose to set additional indicators of performance.

North Dakota's lead agencies will use the WIOA Primary Indicators of Performance to assess the immediate progress of participants from core programs. North Dakota's lead agencies will comply with federally directed WIOA evaluations and will on occasion conduct evaluations of longer term outcomes for program participants. Such evaluations will include impact studies that will assess a participant's employment status, earnings or educational achievement beyond the established timelines that are incorporated into the WIOA Primary Indicators of Performance. The Workforce Leadership team will assess the best use of SLDS data and jointly establish reports to assess post-program success. The report results will be evaluated and focus on identifying successful service strategies.

North Dakota will utilize the Statewide Longitudinal Data System (SLDS), a series of secured data warehouses comprised of historical education and workforce training data, to assess WIOA participant post-program success. The objective of the SLDS is to provide data on the outcomes of North Dakota education and workforce training programs. Job Service ND through a partnership with ND Information Technology Department and ND Department of Public Instruction received a federal Workforce Data Quality Initiative grant in 2010 to develop a Job Service ND warehouse (workforce) separate from the K12 warehouse. ND Information Technology Department is responsible for building and managing the warehouse on behalf of Job Service ND. SLDS data will be used to illustrate how the workforce activities affect future earnings. SLDS data from Job Service ND wage tables, North Dakota University Systems, Department of Public Instruction and Department of Human Services provides the capability to track participants and to determine employment, education activity and credential attainment.

C. Use of Unemployment Insurance (UI) Wage Record Data

Explain how the State will meet the requirements to utilize quarterly UI wage records for performance accountability, evaluations, and as a source for workforce and labor market information, consistent with Federal and State law. (This Operational Planning element applies to core programs.)

North Dakota will use a WDQI data warehouse which is populated daily to utilize UI wage data for WIOA requirements. This data base will be the source for wage data for performance accountability, evaluations, and as a source for workforce and labor market information, consistent with Federal and State law.

D. Privacy Safeguards

Describe the privacy safeguards incorporated in the State's workforce development system, including safeguards required by section 444 of the General Education Provisions Act (20 U.S.C. 1232g) and other applicable Federal laws.

Job Service North Dakota, Vocational Rehabilitation, through the Department of Human Services, and Adult Education, through the Department of Public Instruction have signed data sharing agreements with the State Longitudinal Data System. These agreements will include the necessary safeguards as required in section 444 of the General Education Provisions Act (20 U.S.C. 1232g) and other applicable Federal laws.

7. Priority of Service for Veterans

Describe how the State will implement and monitor the priority of service provisions for veterans in accordance with the requirements of the Jobs for Veterans Act, codified at section 4215 of 38 U.S.C., which applies to all employment and training programs funded in whole or in part by the Department of Labor. States should also describe the referral process for veterans determined to have a significant barrier to employment to receive services from the Jobs for Veterans State Grants (JVSG) program's Disabled Veterans' Outreach Program (DVOP) specialist.

Job Service AJCs offer priority of service to all covered persons who access the workforce system. Covered persons will be identified at point of entry to allow them to take full advantage of priority of service. Customers entering a Job Service Office will be queried in the customer reception area (point of entry) to ascertain covered person status. A “quick assessment” guide will be used by staff. A customer that self-attests to being a veteran or spouse of an eligible veteran (covered person) will be offered the opportunity to step to the front of the line and receive services before a non-covered customer. At that time, the covered person will be made aware of their entitlement to priority of service, employment and training services available and eligibility requirements for available employment and training services.

Covered persons utilizing self- service will be made aware of entitlement to priority of service at the time of their registration in the Virtual One Stop (VOS). Once the customer identifies themselves as a covered person, a screen automatically displays information on entitlement to priority of service and programs and services that are available through Job Service North Dakota.

Job Service AJC staff will conduct an intake/assessment for each Veteran/Eligible Spouse at point of entry to a Job Service AJC. Throughout the intake process, Veterans who disclose or self-attest to meeting one or more of the criteria for DVOP services will be referred to a DVOP. If a DVOP is not available when a referral is necessary, the Veteran/Eligible Spouse may choose to be served on a priority basis by another staff member.

Veterans not meeting the criteria for DVOP services are to be referred to appropriate non-JVSG staff to receive core, intensive, and/or training services on a priority of service basis.

Job Service will monitor priority of service to veterans/eligible persons to ensure that all staff are in compliance with the statutory and regulatory requirements regarding all Department of Labor programs. Priority of service will be monitored through analysis of data found in the Employment and Training Administration’s Federal Reports, from observations annotated in the Manager’s Quarterly Report on Services to Veterans and from reports completed by Job Service Systems Management Staff. These reports are reviewed by the Job Service Workforce Development Director, the State Veterans’ Program Administrator and the Director of Veterans’ Employment and Training and conclusions drawn regarding the extent of priority of service demonstrated by each Customer Service Area. Process improvement plans are recommended for those offices needing improvement.

8. Addressing the Accessibility of the One-Stop Delivery System for Individuals with Disabilities

Describe how the one-stop delivery system (including one-stop center operators and the one-stop delivery system partners), will comply with section 188 of WIOA (if applicable) and applicable provisions of the Americans with Disabilities Act of 1990 (42 U.S.C. 12101 et seq.) with regard to the physical and programmatic accessibility of facilities, programs, services, technology, and materials for individuals with disabilities. This also must include a description of compliance through providing staff training and support for

addressing the needs of individuals with disabilities. Describe the State's one-stop center certification policy, particularly the accessibility criteria.

Compliance with section 188 of WIOA and applicable provisions of the Americans with Disabilities Act is met through the submission of the Non-discrimination and Equal Opportunity Plan to the US DOL Civil Rights Center.

Job Service, in determining site or location of facilities, may not make selections with the purpose or effect of excluding individuals from denying them the benefits of, or subjecting them to discrimination on a prohibited ground, or with the purpose or effect of defeating or substantially impairing the accomplishment of the objectives of the program, or the nondiscrimination and equal opportunity provisions.

The Webmaster keeps the Job Service website in compliance with Web Content Accessibility Guidelines and Section 508 of the Rehabilitation Act of 1973 with the use of Compliance Sheriff Software. The Agency Webmaster utilizes Compliance Sheriff after the release of website updates and the North Dakota State Information Technology Department also runs routine compliance checks of the website using Compliance Sheriff.

Job Service's online service is a web-based self-service system that satisfies a major one-stop objective: Universal access to a broad range of employment, training and education services. Job Service North Dakota's online services ensure:

- Access to specific services is available to all customers throughout the one-stop system.
- Access 24/7 services to anyone with Internet access.
- Access to services by clients in remote and rural areas who might find it inconvenient to use a physical one-stop.
- Access to services by clients in urban areas who are unable to access a physical one-stop due to lack of transportation, disability, etc.

Job Service's online services provide users with a text only interface option. It is ideal for customers who use non-graphic browsers or extremely slow and unreliable Internet connections. Job Service shall ensure accessibility to individuals with disabilities in employment and employment-related training; including reasonable accommodation, program, and physical accessibility. Job Service AJCs have self-service job getting rooms with individual workstations for clients with disabilities. These workstations consist of height-adjustable work surface areas that are operated either electrically or hydraulically. Modern adaptive technology is available in Job Service AJCs to eliminate barriers often experienced by hearing impaired, physically impaired, and/or visually impaired customers. In 2015, funding was provided by VR to purchase additional adapt technology for resource rooms in the Job Service AJCs. A phone amplifier, ear-covering, noise-cancelling headphones, Magic with Speech software and 24" monitors were purchased after consulting with the ND Interagency for Assistive Technology, VR and the ND School for the Blind. Training on the equipment purchased is coordinated with VR. Qualified individuals with disabilities shall: receive aid, benefits, services, or training equal to or as effective as that provided to others; not receive benefits separately unless it is needed to provide training, benefits, or services that are as effective as that provided to others; have opportunity to be on planning advisory boards for WIOA; enjoy any right, privilege, advantage, or opportunity enjoyed by others; and receive services in the most integrated setting.

9. Addressing the Accessibility of the One-Stop Delivery System for Individuals who are English Language Learners.

Describe how the one-stop delivery system (including one-stop center operators and the one-stop delivery system partners) will ensure that each one-stop center is able to meet the needs of English language learners, such as through established procedures, staff training, resources, and other materials.

Job Service makes every attempt to ensure the needs of customers with limited English speaking skills. To provide interpretation services in a timely manner, Job Service uses CTS LanguageLink interpreter services and partner agencies interpreting services.

IV. Coordination with State Plan Programs

Describe the methods used for joint planning and coordination among the core programs, and with the required one-stop partner programs and other programs and activities included in the Unified or Combined State Plan.

North Dakota core partners established an electronic file with access for all plan writing team members. The team began meeting in January 2018 and met weekly to review, modify and collectively write the Unified Plan. The team of four included staff from Adult Education, Vocational Rehabilitation and Job Service ND.

- North Dakota Department of Human Services, Division of Vocational Rehabilitation Robyn Throlson, Interim Director and Planning and Evaluation Administrator
- ND Department of Public Instruction, Adult Education - Valerie Fischer, Director of Adult Education and Director of Safe & Healthy Schools
- Job Service North Dakota, Workforce Programs - Ruth Lacher, Manager of Workforce Programs. Ruth represented all core and partner programs administered by Job Service ND, including Title I-B, Title III, Veterans Employment, and Trade Adjustment Assistance.
- ND Workforce Development Council - Susan Gunsch, State Workforce Investment Board Director. Job Service ND Labor Market Information staff provided the analysis included in the Unified Plan. Required partners were contacted and information was gathered and incorporated.

The required partners included Career & Technical Education, TANF and SCSEP. The Governor's office was consulted regarding the State strategy for workforce. The Department of Commerce Workforce Division also provided information regarding the State strategy for workforce. The Administrative Committee of the Workforce Development Council met to review and provide input to the Unified State Plan on March 12, 2018. The public comment period for the WIOA Unified Plan, the Agriculture Outreach Plan and the proposed performance measures was completed on March 12, 2018.

V. Common Assurances (for all core programs)

The Unified or Combined State Plan must include assurances that—

1. The State has established a policy identifying circumstances that may present a conflict of interest for a State Board or local board member, or the entity or class of officials that the member represents, and procedures to resolve such conflicts; Yes
2. The State has established a policy to provide to the public (including individuals with disabilities) access to meetings of State Boards and local boards, and information regarding activities of State boards and local boards, such as data on board membership and minutes; Yes
3. The lead State agencies with optimal policy-making authority and responsibility for the administration of core programs reviewed and commented on the appropriate operational planning elements of the Unified or Combined State Plan, and approved the elements as serving the needs of the populations served by such programs; Yes
4. (a) The State obtained input into the development of the Unified or Combined State Plan and provided an opportunity for comment on the plan by representatives of local boards and chief elected officials, businesses, labor organizations, institutions of higher education, the entities responsible for planning or administering the core programs, required one-stop partners and the other Combined Plan programs (if included in the State Plan), other primary stakeholders, including other organizations that provide services to individuals with barriers to employment, and the general public, and that the Unified or Combined State Plan is available and accessible to the general public; (b) The State provided an opportunity for review and comment on the plan by the State Board, including State agency official(s) for the Unemployment Insurance Agency if such official(s) is a member of the State Board; Yes
5. The State has established, in accordance with WIOA section 116(i), fiscal control and fund accounting procedures that may be necessary to ensure the proper disbursement of, and accounting for, funds paid to the State through allotments made for the core programs to carry out workforce development activities; Yes
6. The State has taken appropriate action to secure compliance with uniform administrative requirements in this Act, including that the State will annually monitor local areas to ensure compliance and otherwise take appropriate action to secure compliance with the uniform administrative requirements under WIOA section 184(a)(3); Yes
7. The State has taken the appropriate action to be in compliance with WIOA section 188, Nondiscrimination, as applicable; Yes
8. The Federal funds received to carry out a core program will not be expended for any purpose other than for activities authorized with respect to such funds under that core program; Yes
9. The State will pay an appropriate share (as defined by the State board) of the costs of carrying out section 116, from funds made available through each of the core programs; Yes

10. The State has a One-Stop certification policy that ensures the physical and programmatic accessibility of all One-Stop centers with the Americans with Disabilities Act of 1990 (ADA); Yes

11. Service providers have a referral process in place for directing Veterans with Significant Barriers to Employment (SBE) to DVOP services, when appropriate; and Yes

12. Priority of service for veterans and eligible spouses is provided in accordance with 38 USC 4215 in all workforce preparation, development or delivery of programs or services funded directly, in whole or in part, by the Department of Labor. Yes

VI. Program-Specific Requirements for Core Programs

The State must address all program-specific requirements in this section for the WIOA core programs regardless of whether the State submits either a Unified or Combined State Plan.

Program-Specific Requirements for Adult, Dislocated Worker, and Youth Activities under Title I-B

The Unified or Combined State Plan must include the following with respect to activities carried out under subtitle B--

a. Adult, Dislocated Worker, and Youth Activities General Requirements

1. Regions and Local Workforce Development Areas

A. Identify the regions and the local workforce development areas designated in the State.

North Dakota is a single workforce area under the Workforce Innovation and Opportunity Act of 2014 as designated by Governor Doug Burgum. The North Dakota Workforce Development Council serves as both the State and local board as outlined in WIOA.

B. Describe the process used for designating local areas, including procedures for determining whether the local area met the criteria for “performed successfully” and “sustained fiscal integrity” in accordance with 106(b)(2) and (3) of WIOA. Describe the process used for identifying regions and planning regions under section 106(a) of WIOA. This must include a description of how the State consulted with the local boards and chief elected officials in identifying the regions.

North Dakota is a single workforce area under the Workforce Innovation and Opportunity Act of 2014 as designated by Governor Doug Burgum. The North Dakota Workforce Development Council serves as both the State and local board as outlined in WIOA.

C. Provide the appeals process referred to in section 106(b)(5) of WIOA relating to designation of local areas.

North Dakota is a single workforce area under the Workforce Innovation and Opportunity Act of 2014 as designated by Governor Doug Burgum. The North Dakota Workforce Development Council serves as both the State and local board as outlined in WIOA.

D. Provide the appeals process referred to in section 121(h)(2)(E) of WIOA relating to determinations for infrastructure funding.

The partner agencies agree to communicate openly and directly and that every effort will be made to resolve any problems or disputes in a cooperative manner. If an MOU impasse develops with a One-Stop System partner that cannot be resolved, the Workforce Development Council will review and forward a recommendation to the Governor for resolution. • Step 1: Notice of failure to reach consensus given to the Governor.

If the Parties cannot reach consensus on methods of sufficiently funding a one-stop center's infrastructure costs and the amounts to be contributed by each Local Partner program, Job Service ND is required to notify the Governor. Notification must be given to the Governor by October 31, 2017. • Step 2: Negotiation materials provided to Governor.

Job Service ND must provide the appropriate and relevant materials and documents used in the negotiations to the Governor, preferably at the time of the notification of failure to reach consensus, but no later than ten (10) business days thereafter. At a minimum, Job Service ND must provide to the Governor:

- o The Local WIOA plan,
- o The cost allocation methodology or methodologies proposed by the Partners to be used in determining the proportionate share,
- o The proposed amounts or budget to fund infrastructure costs,
- o The amount of Partner funds included,
- o The type of funds (cash, non-cash, and third-party in-kind contributions) available (including all documentation on how Partners valued non-cash and third-party in-kind contributions consistent with 2 CFR 200.306),
- o Any proposed or agreed on American Job Center budgets (for individual centers or a network of centers), and
- o Any partially agreed upon, proposed, or draft IFAs.

Job Service ND may also provide the Governor with additional materials that they or the Governor find to be appropriate. • Step 3: Governor Determinations and Calculations

The Governor will: o Determine one-stop center infrastructure budget(s), o Establish cost allocation methodology(s), o Determine Partners' proportionate shares, o Calculate statewide caps, o Assess the aggregate total of infrastructure contributions as it relates to the statewide cap, and o Adjust allocations.

Once all determinations and calculations are completed, the Governor will notify Job Service ND of the final decision and provide a revised IFA for execution by the Parties.

Step 4: IFA Execution

2. Statewide Activities

A. Provide State policies or guidance for the statewide workforce development system and for use of State funds for workforce investment activities.

The State shall follow all applicable Federal and State regulations and guidance pertaining to the use of each individual fund source for workforce investment activities. North Dakota utilizes statewide funds to support an effort to gather data utilizing the North Dakota Longitudinal Data System and the North Dakota University System. This evaluation of the outcomes will be used to determine whether the system is meeting the supply and demand needs of business. Statewide funds cover the cost of a document management module for the Job Service ND case management system to attach digital documents to client records for easy access and reference. Staff have the ability to store and view documents associated with a user record. A document management module reduces dependence on paper documents, improve information availability, increase information security, and business continuity. Efficiencies are gained during data element validation with reduced travel costs and time spent by staff traveling around the state. In November 2017, the new WIOA compliant State Board, the Workforce Development Council, had its first meeting. The meeting's focus was to present workforce data and information for membership to use in future strategic planning activity. Once North Dakota's workforce priorities are identified through the Workforce Development Council and the Executive Committee, Governor Set-Aside funds will be utilized to implement workforce initiatives and strategies in the state.

B. Describe how the State intends to use Governor's set aside funding. Describe how the State will utilize Rapid Response funds to respond to layoffs and plant closings and coordinate services to quickly aid companies and their affected workers. States also should describe any layoff aversion strategies they have implemented to address at risk companies and workers

In November 2017, the new WIOA compliant State Board, the Workforce Development Council, had its first meeting. The meeting's focus was to present workforce data and information for membership to use in future strategic planning activity. Once North Dakota's workforce priorities are identified through the Workforce Development Council and the Executive Committee, Governor Set-Aside funds will be utilized to implement workforce initiatives and strategies in the state. The Dislocated Worker Office (DWO) of Job Service has been designated by the Governor as the entity responsible for providing Rapid Response services through the Job Service AJC Managers' direct supervision and provision of these services. WIOA funding is utilized for Rapid Response services. The local Chief Elected Official is the Governor who is informed of dislocation notifications and planned Rapid Response activities. The Governor maintains an ongoing option to become involved with larger dislocations per his/her or Job Service's request. When the DWO receives Worker Adjustment and Retraining Notification (WARN) notices, the Governor and the ND Department of Commerce are notified immediately via the Job Service Executive Director. WARN notices are shared immediately with Job Service AJC staff and Unemployment Insurance. Depending on the level of community impact, communication may occur between local and/or state level service providers to inform them of the potential to assist in tailoring and delivering Rapid Response and in serving impacted workers. In the case of WARN notices, the community's chief elected official also receives a notice from the company. A Job Service AJC representative contacts that community leader as a part of planning the response effort. In the case of non-WARN dislocations, this contact is dependent on the situation's local area impact. Following

either a permanent closure, mass layoff or a natural/other disaster resulting in a mass job dislocation, Job Service AJC office managers have the responsibility for initiating Rapid Response in their administrative areas as warranted. When the DWO receives a WARN notice, immediate contact is made with the Job Service AJC office manager/designee to initiate contact for Rapid Response with the employer and employee representatives if organized labor is involved. The DWO notifies and utilizes partners (Department of Public Instruction, Department of Career and Technical Education, Department of Commerce, Department of Human Services, North Dakota University System, Veterans Employment and Training Service, ND Building and Trades Council, ND AFL-CIO, etc.) as appropriate when any dislocation notification is received. The Job Service AJC office manager or designee coordinates the response effort and works with the DWO to determine the level of involvement of the chief elected official, economic development officials, and others. In many Rapid Response scenarios, these services are delivered seamlessly by Wagner Peyser, WIOA, and UI staff members. External partners also participate and offer their perspectives and services. The Rapid Response plan has many facets which may include the following:

- Offering information on business start-up, growth and layoff aversion as a common service to all employers during regular employer visits or to anyone upon request.
- Exploring the potential for a task force which involves community leaders, company management, state leaders and representatives, organized labor, etc.
- Guiding a team in determining specific assistance to be provided at the dislocation site. ND is in the enviable position of experiencing a labor shortage, which sets the tone for directing the dislocated workers' attention to their transferable skills.
- Sharing information (in case of layoffs resulting from foreign competition) regarding petition filing, timing, and availability of TAA, Trade Readjustment Assistance, and the Health Coverage Tax Credit.
- Meeting with impacted employees to inform them of programs and available services (including scheduled activities, and special workshops which may include basic computer training) as well as answer questions and providing standardized dislocated worker information packets. Agendas cover a full range of topics reflecting a fully integrated service delivery system.
- Encouraging employers and employees to begin using services immediately rather than waiting until the layoff date.
- Arranging reverse job fairs onsite with employers with a scheduled closure or a large layoff. Rapid Response is a natural fit with North Dakota's Talent Initiative to retain workers and transition them to the many job openings within the state. When a dislocation is reported to the DWO, the occupations and locations of these workers are listed in a management report to notify staff around the state of this talent pool. Ongoing proactive efforts exist within the various areas of the state through cooperation between Job Service AJC staff members and economic development. When a layoff is pending, opportunities to help transition those impacted workers to expanding and new North Dakota businesses are effectively coordinated in order to retain a skilled workforce. For businesses in other stages of the economic cycle, assistance from outside resources is offered as well as information on recruitment services, unemployment insurance, workforce training, SHARE Network, business tax incentives, and North Dakota New Jobs Training program. Job Service's Management Information System includes a list of all Rapid Response sessions linking individuals applying for WIOA and TAA. All WIOA and TAA participants can be properly reported as having attended Rapid Response session(s) associated with the impacted employer.

C. In addition, describe the State policies and procedures to provide Rapid Responses in cases of natural disasters including coordination with FEMA and other entities.

In the event of a natural disaster, Rapid Response would be provided following an activation from the Workforce Coordination Center(WCC). North Dakota follows WCC Standard Operating Procedures which is a joint emergency effort among Job Service ND, Human Resource Management Services, North Dakota Workforce Safety & Insurance and the North Dakota Department of Labor. The WCC is part of The North Dakota State Emergency Operations Plan of the North Dakota Department of Emergency Services, Division of Homeland Security. State agencies will be required to focus their attention on both the continuation of essential services and emergency response/recovery operations for the well-being of citizens; hence, non-essential services will likely be placed on hold until the severity of conditions requiring activation of the WCC subside. Current economic systems require limited inventories and minimal excess capacity. As such, relatively small surges in demand may overwhelm supply chain operations causing shortages of consumer goods and supplies, which may be critical to sustaining essential services to populations impacted by disasters. The WCC plan outlines protocols for redirecting the workforce to support delivery of essential services and emergency response/recovery operations. Coordination and re-assignment of state, local and private workforce resources will be accomplished in conjunction with Job Service, Human Resource Management Services (HMRS) N.D. Department of Labor (NDDoL) and Workforce Safety & Insurance staffing assignments. Specified Tasks: • Make decisions regarding state response and use of state resources supporting delivery of essential services • Ensure WCC representation in the State Unified Command • Document and adhere to decision points and triggers for activation of the WCC • Make WCC staffing assignments • Develop assessment procedures and prioritize essential services • Ensure coordination with the Governor's Office to review and implement necessary human resource staffing procedures and/or policy changes • Identify, train, prepare, deploy, and account for agency personnel essential to continuity of operations (COOP) (e.g. staffing of essential service positions, sustaining emergency operations, staffing WCC, providing SEOC liaisons, equipment operators, support personnel, etc.) • Identify, prepare, preposition as required, deploy, account for, and maintain readiness of equipment necessary for the continuation of essential services • Establish and maintain relationships with private industry Implied Tasks: • Maintain listing of WCC staffing needs • Maintain listing of available work force • Provide guidance to state agencies for emergency or disaster related re-assignment and policy concerns • Coordinate efforts to ensure Continuity of Government (COG) and operations pursuant to the state agencies' Continuity of Operation Plans (COOP) • Conduct a needs assessment • Maintain Situational Awareness and conduct Intelligence/Information management (gathering, analysis and interpretation of info/intel) of the spread of infectious disease and resulting impacts • Support key statewide, local, and tribal essential services, as well as public awareness campaigns to encourage volunteers • Communicate needs to voluntary agencies • Coordinate volunteers • Provide command and control of, and ensure interoperable communications with, state resources • Conduct deliberate planning individually as agencies, and as a collective state team, to ensure thorough readiness for emergency operations, to include provisions for prioritizing and sustaining essential

service operations • Rehabilitate and repair resources such as equipment and personnel to ensure readiness to sustain essential service operations • Identify and compile after action review (AAR) data • Monitor and provide periodic updates to the SEOC via WebEOC • Provide liaison with private industry to coordinate and address appropriate responses during catastrophic events where severe disruptions occur in the availability and distribution of critical resources • Develop media strategies and informational material with subject matter experts. • Ensure coordination of message development and information with other agencies In the event of a disaster, local Rapid Response staff will meet with key affected employers and community leaders to learn the scope of the impact in terms of approximate numbers, duration of work cessation, and needs of the workers and businesses at various stages of the event. Following this analysis, Rapid Response staff members will contact partner agencies to update and request involvement in the Rapid Response process. Examples of partners who address immediate basic needs such as heat, shelter, food and clothing are the Red Cross, Salvation Army, Department of Health and Department of Human Services, National Guard, FEMA and Unemployment Insurance. Rapid Response will be tailored and conducted as a team effort by the working partners to address the short, medium and long term needs. Temporary co-location of working partners will occur to simplify and expedite service delivery. When affected workers are eligible for Disaster Unemployment Insurance the Rapid Response team will provide assistance to file these claims. Job Service ND can temporarily assign staff from other locations to meet the influx of unemployed individuals. Following either a permanent closure, mass layoff or a natural/other disaster resulting in a mass job dislocation, Job Service AJC office managers have the responsibility for initiating Rapid Response in their administrative areas as warranted. When the DWO receives a WARN notice, immediate contact is made with the Job Service AJC office manager/designee to initiate contact for Rapid Response with the employer and employee representatives if organized labor is involved. The DWO notifies and utilizes partners (Department of Public Instruction, Department of Career and Technical Education, Department of Commerce, Department of Human Services, North Dakota University System, Veterans Employment and Training Service, ND Building and Trades Council, ND AFL-CIO, etc.) as appropriate when any dislocation notification is received. The Job Service AJC office manager or designee coordinates the response effort and works with the DWO to determine the level of involvement of the chief elected official, economic development officials, and others. In many Rapid Response scenarios, these services are delivered seamlessly by Wagner Peyser, WIOA, and UI staff members. External partners also participate and offer their perspectives and services. The Rapid Response plan has many facets which may include the following: • Offering information on business start-up, growth and layoff aversion as a common service to all employers during regular employer visits or to anyone upon request. • Exploring the potential for a task force which involves community leaders, company management, state leaders and representatives, organized labor, etc. • Guiding a team in determining specific assistance to be provided at the dislocation site. ND is in the enviable position of experiencing a labor shortage, which sets the tone for directing the dislocated workers' attention to their transferable skills. • Sharing information (in case of layoffs resulting from foreign competition) regarding petition filing, timing, and availability of TAA, Trade Readjustment Assistance, and the Health Coverage Tax Credit. • Meeting with impacted

employees to inform them of programs and available services (including scheduled activities, and special workshops which may include basic computer training) as well as answer questions and providing standardized dislocated worker information packets. Agendas cover a full range of topics reflecting a fully integrated service delivery system.

- Encouraging employers and employees to begin using services immediately rather than waiting until the layoff date. Arranging reverse job fairs onsite with employers with a scheduled closure or a large layoff. The Rapid Response team will remain in place to assess ongoing needs in the community. Job Service ND will assess each situation to determine if a Disaster National Dislocated Worker Grant is necessary.

D. Describe how the State provides early intervention (e.g., Rapid Response) to worker groups on whose behalf a Trade Adjustment Assistance (TAA) petition has been filed. (Section 134(a)(2)(A).) This description must include how the State disseminates benefit information to provide trade-affected workers in the groups identified in the TAA petitions with an accurate understanding of the provision of TAA benefits and services in such a way that they are transparent to the trade-affected dislocated worker applying for them (Trade Act Sec. 221(a)(2)(A) and Sec. 225; Governor-Secretary Agreement). Describe how the State will use funds that have been reserved for Rapid Response to provide services for every worker group that files a TAA petition.

Rapid Response in North Dakota operates in essentially the same manner regardless of whether a TAA petition or certification is involved. See Section 2 (B) above for the description of Rapid Response activities. Rapid Response services are provided to all worker groups covered by a TAA petition similarly to any worker group that has been or will be permanently laid off. In most cases, the State and its local Rapid Response team are already aware of a dislocation event and Rapid Response activities are underway before a TAA petition is filed. If a TAA petition is the first notice of a dislocation event, the State will notify the Job Service AJC staff, who will contact the employer to plan and schedule the Rapid Response. When Rapid Response is extended to potentially TAA-eligible worker groups, basic TAA Program information must be shared, including the Program enrollment process should certification occur. If the State does not have access to the worker group prior to layoff, the State will use UI claimant information to identify potentially affected workers. In this situation, the local Rapid Response team will be required to extend outreach to the laid off workers using contact information obtained from UI. At minimum, the outreach materials must include information about the WIOA Dislocated Worker Program and basic information explaining the TAA Program.

b. Adult and Dislocated Worker Program Requirements

1. Work-Based Training Models

If the State is utilizing work-based training models (e.g. On-the-job training, Incumbent Worker training, Transitional Jobs, and Customized Training) as part of its training strategy and these strategies are not already discussed in other sections of the plan, describe the State's strategies for how these models ensure high quality training for both the participant and the employer.

On-the-Job Training (OJT) remains a training strategy for applicants who lack experience but have education or training related to the job, or whose limited experience does not qualify them for the jobs. Increased promotion and outreach efforts has resulted in additional OJT experiences for job seekers and businesses. With the DOL Apprenticeship Accelerator grant, focus was placed on establishing a workforce strategy to identify workforce needs and skills within the health care, energy, manufacturing and information technology industries. Utilizing a sector strategy model, increased awareness for and development of Registered Apprenticeships with OJT components has occurred in the state. This has resulted in the development of four new Registered Apprenticeship programs in Healthcare, Information Technology and Manufacturing with nine new apprentices, several of which were co-enrolled in WIOA.

The Department of Commerce will sustain the efforts to work closely with employers, education entities and the State Director of U.S. Department of Labor Office of Apprenticeship after expending the Apprenticeship Accelerator funding. Department of Commerce staff will work initially with employers to facilitate the process of standard writing and orientation to the Registered Apprenticeship processes. Commerce staff will also work with AJC business services staff to assist with promoting Registered Apprenticeship and WIOA programs and will training AJC staff on using the DOL Standards Builder tool. Employers benefit from OJT through cost savings for the expense of training a new employee. OJT gives employers the control to design a training plan that meets the needs of their business. Supervisors can assess progress over a period of time making it easier to identify and resolve a problem quickly. Trainees benefit from OJT by receiving an income while learning in jobs that are matched to their aptitude, abilities, and desired occupational goals. Trainees obtain training for new job skills and re-enter the workforce. Trainees may develop mentoring relationships leading to greater success in their new employment. Apprentice trainees achieve industry or educational credentials upon successful completion of the apprenticeship.

2. Registered Apprenticeship

Describe how the State will incorporate Registered Apprenticeship into its strategy for service design and delivery (e.g., job center staff taking applications and conducting assessments).

The state is collaborating to develop a strategy for the implementation of registered apprenticeships throughout the state. The state will be working with the US DOL Office of Apprenticeship in North Dakota to coordinate information, expansion and eligibility of apprenticeships in North Dakota. Entities will share outreach information that enhances collaboration to result in increased WIOA and Registered Apprenticeship enrollments. Core program staff will receive training from the State Director and the new EPTL will provide important information on utilization of Registered Apprenticeship. The Workforce Leadership Team will establish a committee to specifically address career pathways and strategies to improve access to post-secondary credentials. The committee will consist of staff from Career and Technical Education, Higher Education, Vocational Rehabilitation, ND Office of Apprenticeship, Department of Commerce, Adult Education and Job Service ND. The committee will set goals and metrics which will be tracked through the State Longitudinal Data System and the State Office of Apprenticeship. This

team will strengthen the partnership between the State Director and other WIOA partners. Registered Apprenticeship will be incorporated into Job Service ND applicant services and business services within the WIOA core programs. These communications consist of establishing processes to share information that will generate more utilization of Registered Apprenticeships in the state. Increasing the knowledge of all parties about how WIOA can partner with Registered Apprenticeship will strengthen the promotion. The State Director will share employers who are inquiring about Registered Apprenticeship and are in need to fill apprenticeship openings. WIOA case managers who complete on-the-job training contracts email the State Director to make contact for potential new Registered Apprenticeship locations. Job orders in the labor exchange system are flagged as Registered Apprenticeship openings. A quick search for the flagged job openings for registered apprenticeship will be created and present on the homepage of the state's labor exchange website. All Job Service staff, including WIOA program case managers, have the list of current Registered Apprenticeship sponsors to become familiar of the activity in the State for employer and occupation targets for program promotion. Business service staff messages with employers will include Registered Apprenticeship benefits. Youth case managers are promoting Registered Apprenticeship specifically for out-of-school youth and as a strategy to meet the WIOA Youth 20% expenditure rate for work experience activities. Registered Apprenticeship promotional materials will be made available to all Job Service ND staff, on the agency webpage and in the resource rooms. Registered Apprenticeship integration with core programs has made improvements. The Apprenticeship Accelerator grant and Governor's Set-aside funds have made strides with outreach to employer groups, education and workforce partners to promote Registered Apprenticeship. The funds were used to create a bridge and liaison between the State Director of Registered Apprenticeship, the Department of Commerce and the core program staff. This connection resulted in coordination of the first Registered Apprenticeship and WIOA funding for on-the-job training, ITA's and support services. North Dakota has a new Registered Apprenticeship brand. Information will continue to be shared and training provided to increase the knowledge and outreach to employers by core partner business service staff to promote Registered Apprenticeship. Department of Commerce staff have training Job Service AJC staff on the DOL Registered Apprenticeship Standard Builder online tool to assist employers looking to start new registered apprenticeship programs.

3. Training Provider Eligibility Procedure

Provide the procedure, eligibility criteria, and information requirements for determining training provider initial and continued eligibility, including Registered Apprenticeship programs (WIOA Section 122).

ELIGIBLE TRAINING PROVIDERS POLICY 2-06-01 (2) PURPOSE: A. Training Providers Subject to ETP List Requirements The following types of training providers are subject to the ETP list requirements in order to receive WIOA Title I Adult and Dislocated Worker funds to provide training services to eligible adult and dislocated worker individuals through Individual Training Accounts (ITA). ITA's may also be used for WIOA Title I Youth funds to provide training to older, out-of-school youth (ages 18-24). 1. Institutions of higher education that provide a program of training that leads to a recognized postsecondary credential; 2. Public or private training providers, including

joint labor-management organizations, and occupational/technical training; and 3. Providers of adult education and literacy activities provided in combination with occupational skills training. Postsecondary institutions located in Minnesota, Montana, and South Dakota are eligible to receive North Dakota ITA's based on reciprocal agreements. Post-secondary institutions outside of North Dakota that offer online training/distance education may be authorized to receive ITA's as long as the training program is listed on the home state's ETP list. B. Training providers new to the list may submit an application for initial eligibility, which can be granted for up to one full calendar year (January 1 - December 31). 1. Applications for the ETP list will be completed using a link available on jobsnd.com. The following information is required: 2. Training provider applications must include verification documentation that the training provider is licensed, certified, or authorized by the North Dakota Department of Higher Education, or the relevant state agency with oversight, to operate training programs in North Dakota. If a program is not in compliance with the oversight agency as required by state law, the provider will not be able to apply for inclusion on the ETP list until they meet the necessary requirements. If a provider is in compliance with the oversight agency, the provider can proceed to 2 in the application process. 3. Training providers applying for initial program eligibility must provide the following with the application: a) A description of each program of training services to be offered; b) Information on cost of attendance, including costs of tuition and fees; c) Whether the training program leads to an industry-recognized certificate or credential, including recognized post-secondary credentials; d) Whether the provider has developed the training in partnership with a business (and the name of the business); e) The in-demand industry sectors and occupations that best fit with the training program; f) The type of credential attained by all students in the program; g) Social security numbers (SSNs) for all students in the programs listed on the application, regardless of the funding source. NOTE - SSNs will be used to generate the required annual WIOA wage and employment performance reports. Job Service ND will access SLDS data to generate these reports for institutions in the North Dakota University System. Social security numbers must be provided for all students by program listed in the application for the previous two calendar years (January 1 - December 31) regardless of the funding source. Training providers that have not been on the ETP list for at least two years will be required to provide student data for the time period available. Once the application is submitted and the state has determined that the required information is available, the state will approve, deny, or request further information on the program within 30 days of the receipt of a complete application. The state will notify the provider of the determination. Registered apprenticeship programs are not subject to the eligibility criteria or application requirements. While registered apprenticeship programs are automatically eligible, not all registered apprenticeship sponsors may wish to be included on the list. Registered apprenticeship programs sponsors are contacted to determine whether they wish to be included on the list. C. Continued Eligibility After the initial eligibility period of one full calendar year, training providers must submit applications for continued program eligibility every two years. Applications for continued eligibility must be submitted by October 1st for the year in which eligibility expires. The continued eligibility application is required for any program that has previously been on the list. The SLDS will be used to generate performance information for institutions in the North Dakota University System.

For training institutions not participating in SLDS, the following information must be submitted to Job Service. TrainND, Private training providers, and Tribal colleges must include the following: a) Names of all students enrolled in the program; b) Names of all students completing the program; c) Names of all students exiting the program; d) Information on recognized post-secondary credentials received by program students; e) Information on the program completion rate for such students; f) Social security numbers for all students by program listed on the application for the two previous years, regardless of funding source, which will be used to calculate the performance measures listed in Attachment 1. NOTE - SSNs will be used to generate the required annual WIOA wage and employment performance reports. Job Service ND will access SLDS data to generate these reports for institutions in the North Dakota University System. All training/education providers must include the following: g) Applications for continued eligibility must include verification documentation from the appropriate oversight agency to operate in North Dakota. h) Description of how the provider will ensure access to training services throughout the State, including rural areas and through the use of technology; i) Description of how the providers provide training services to individuals who are employed and/or individuals with barriers to employment; j) Information reported to State agencies on Federal and State training programs other than programs within WIOA title I-B; and E. Performance Requirements The performance information required is outlined in Attachment 1. Social security numbers must be provided for all students in programs included on the application in North Dakota for the previous two calendar years (January 1 - December 31) regardless of the funding source. The electronic system will provide a secure means to transmit the data file. Training providers that have not been on the ETP list for at least two years will be required to provide student data for the time period available. Social security numbers for all North Dakota students will continue to be required annually and will be used to calculate the performance measures. Performance information will be published online for each training program on the ETP list. Programs with less than 10 students enrolled will not be included in performance data. F. Conditions for Removal The state may remove a program or programs from the list for failing to meet the established criteria or performance levels in this policy, or for not providing all required performance information for subsequent eligibility. Removal is also appropriate if the program has failed to attain or lost the accreditation required for professional licensure. A training provider that is removed from the list for the reasons stated above may re-apply for continued eligibility when they can demonstrate that they meet all the requirements. The state must remove from the eligibility list for a period of not less than 2 years any providers that willfully supply false performance information, misrepresent costs or services, or that substantially violate requirements of WIOA law or regulations. Providers are liable to repay all adult and dislocated worker funds received during the period of non-compliance. No training provider debarred by the Federal Government may be permitted to be placed or remain on the ETP list. In the case of a training provider or a program of training services that is removed from the list while WIOA participants are enrolled, the participants may complete the program unless the provider or program has lost state licensing, certification, or authorization to operate by the appropriate state oversight agency. G. Appeal Process Training providers can choose to appeal the rejection of their program for inclusion in the ETP list or its subsequent termination of

eligibility. For any appeal by a training provider, an appeal must be submitted in writing via email within 14 days after notification of the decision. The appeal must include the justification for the appeal in their request. The training provider also has the right to request a hearing to discuss their appeal. An ETP list appeals board will be assembled. The appeals board will schedule a hearing if requested and make a decision within 60 days of appeal. This will be a final decision and the program will be unable to reapply through the ETP list eligibility process for one year from the date of final notification by the ETP list appeals board. Attachment 1 REQUIRED PERFORMANCE DATA North Dakota has established an overall performance level of 15% that may be adjusted as further guidance and more accurate data becomes available. This rates allows for the maximum inclusion of programs considering the characteristics of populations served and relevant economic conditions. Eligible training providers will receive one year to improve program performance before the program will be removed from the eligible training provider list. The following information is required for all applications for continued eligibility. Outcomes will be determined based on the student Social Security Numbers provided for each program. The SSNs will be matched to North Dakota wages and WRIS II data to generate reports for each program with the following information: 1. The percentage of program students who are in unsubsidized employment during the second quarter after exit from the program 2. The percentage of program students who are in unsubsidized employment during the fourth quarter after exit from the program 3. The median earnings of program students who are in unsubsidized employment during the second quarter after exit from the program 4. The percentage of program students who obtain a recognized post-secondary credential, or a secondary school diploma or its recognized equivalent during participation in or within 1 year after exit from the program To include as many Registered Apprenticeship sponsors as possible, Job Service ND staff and the ND Office of Apprenticeship State Director sent a joint letter to all Registered Apprenticeship sponsors in ND. Several Registered Apprenticeship sponsors responded positively to the ETPL request. Personal contacts were made to every Registered Apprenticeship sponsor by Job Service ND staff and by the State Director to explain the process to verify information and explain the exception to report performance information for Registered Apprenticeship sponsors. The sponsors who agreed to be included on the list were contacted by Job Service ND staff to verify information and explain the WIOA emphasis on Registered Apprenticeship and the benefits of inclusion on the ETPL. Some sponsors opted out of the ETPL and were provided guidance on the process should these sponsors decide to be included on the ETPL in the future. Currently, North Dakota has 45 Registered Apprentice sponsors included on the ETPL. On the RAPIDS report from January 2017, North Dakota had 92 sponsors with active, inactive and no apprentices. This represents 49% of the Registered Apprenticeship sponsors included on the North Dakota. The North Dakota ETPL site can be viewed at this URL <https://www.jobsnd.com/individuals/training/providers>.

4. Describe how the State will implement and monitor the priority for public assistance recipients, other low-income individuals, and individuals who are basic skills deficient in accordance with the requirements of WIOA sec. 134(c)(3)(E), which applies to individualized career services and training services funded by the Adult Formula program.

The North Dakota Workforce Development Council has established a policy due to limited funding to only serve individuals that meet the WIOA Adult priority.

POLICY 2-05-01 (0) POLICY An individual shall be eligible to participate in the WIOA Adult Program if he or she is: i) Age 18 or older; ii) Eligible to work in the United States including a citizen of the United States, a United States national, permanent resident alien, lawfully admitted refugee, parolee, or other individual authorized to work in the United States; iii) In compliance with Selective Service System registration (males only); and iv) Meets priority of service.

Priority of Service: The Workforce Development Council supports the WIOA priority of service while under limited funding for eligibility. These categories are:

- low income adults (WIOA Sec 3(36))
- adults who are receiving public assistance
- basic skills deficient (WIOA Sec 3(5))

The Workforce Development Council also encourages enrollment of North Dakota residents as a priority.

Veterans and eligible spouses of veterans - covered persons - will receive priority of service. 20 CFR Part 1010.110 adopts the term “covered person” to define those veterans and spouses of eligible veterans who are eligible for priority of service. The Jobs for Veterans Act does not change the requirement that individuals, to include veterans and military spouses, must first qualify as eligible under the WIOA Adult Program before participation.

North Dakota will exclusively enroll applicants that meet the WIOA Adult priority of service. Individuals who are not low income or are not receiving public assistance or are not determined to be basic skills deficient will not be enrolled into WIOA activities.

5. Describe the State’s criteria regarding local area transfer of funds between the adult and dislocated worker programs.

Job Service ND, as the fiscal agent and grant sub—recipient, with the Governor’s approval, may transfer up to 50% of a program year’s allocation between the adult and dislocated worker programs.

c. Youth Program Requirements

With respect to youth workforce investment activities authorized in section 129 of WIOA,—

1. Identify the State-developed criteria to be used by local boards in awarding grants or contracts for youth workforce investment activities and describe how the local boards will take into consideration the ability of the providers to meet performance accountability measures based on primary indicators of performance for the youth program as described in section 116(b)(2)(A)(ii) of WIOA in awarding such grants or contracts.*

* Sec. 102(b)(2)(D)(i)(V)

North Dakota is a single workforce area state. The WIOA Youth activities are provided by Job Service ND through a Memorandum of Understanding between the Workforce Development Council and Job Service ND.

2. Describe the strategies the State will use to achieve improved outcomes for out-of-school youth as described in 129(a)(1)(B), including how it will leverage and align the core programs, any Combined State Plan partner programs included in this Plan, required and optional one-stop partner programs, and any other resources available.

With the increase in age eligibility and focus to spend 75 percent of youth funds on out-of-school youth, recruitment efforts are targeted toward this population. Youth Coordinators work closely with AJC Resource Room staff, Adult Education, and Vocational Rehabilitation on referral and dual enrollment of out-of-school youth. Adult Education ELL programs frequently work collaboratively with Youth Coordinators to provide services to New Americans. Front-line staff from the WIOA required partner agencies meet regularly to discuss and better align services. In addition, Youth Coordinators utilize local networks with TANF and SNAP staff and/or community-based programs targeting homeless, disabled and transitioning youth and justice-involved youth through local Police Youth Bureaus. Unemployment insurance claimants within the age eligibility are targeted for out-of-school youth recruitment. Although the focus is shifting to serving the out-of-school population, service presentations including LMI, labor exchange education and youth program outreach continues to be provided to schools. Communication with school personnel including principals, vocational teachers and counselors is crucial to locate students who have dropped out or for those graduating and in need of assistance for occupational skills training to fill the jobs in-demand. These efforts have resulted in the Out-of-School Youth Expenditure Rate nearing 86% and the Work Based Learning requirement nearly 40%.

3. Describe how the state will ensure that all 14 program elements described in WIOA section 129(c)(2) are made available and effectively implemented, including quality pre-apprenticeship programs under the work experience program element.*

* Sec. 102(b)(2)(D)(i)(I)

The WIOA Youth program incorporates all the requirements outlined in the Workforce Innovation and Opportunity Act, specifically, objective assessments, employment planning (individual service strategies) and referral processes. All youth services are accessible through the Job Service AJCs and services are designed based on labor market information. All youth, including youth with disabilities, entering the service delivery process receive an objective assessment. Assessment follows the guidelines in WIOA, section 129, including a review of academic and occupational skills, interests and supportive service needs. Assessments provide the needed information and data to complete employment plans that link employment, educational and career pathway goals with the service strategies necessary to reach employment goals. Youth receive integrated services through the Job Service AJC. The assessment process identifies those with the interests necessary to pursue post-secondary educational opportunities, including non-

traditional training opportunities. Youth program participants have all career services available as part of their employment strategies. Based on the assessment, youth are referred to appropriate services, including career counseling and promotion, specialized counseling, guidance and skill assessment. Information is shared with other partners involved in the assessment to help unify and enhance the guidance and counseling process. Supportive services are provided to youth to assist them in completing their individualized employment plans. The service strategy is coordinated around the 14 Youth Program Elements, which must be made available to every participant. The 14 youth program elements are:

1. Tutoring, study skills training and dropout prevention strategies: Participants may receive tutoring services and study skills training in order to complete secondary school. The North Dakota universities, community colleges, tribal colleges and other higher education partners will assist youth making the transition into postsecondary opportunities.
2. Alternative secondary school services, or dropout recovery services, as appropriate: Providing alternative secondary school services is vital to re-engage youth who have not responded to traditional school settings. This service is provided through coordination with local school districts.
3. Paid and unpaid work experiences including summer employment and other opportunities throughout the year, pre-apprenticeship programs available the Burdick Job Corps Center, internships and job shadowing, on-the-job training opportunities: Participants have the opportunity to participate in paid and/or unpaid work experience activities, including internships and job shadowing. This not only helps provide skills and experiences, but it helps youth understand what is associated with “real work” and what employers require of employees. Work-based learning opportunities, including summer employment opportunities, paid and unpaid work experience, internships, job shadowing and on-the-job training are directed at preparing youth for success in employment. Summer employment opportunities are directly linked to academic and occupational learning. In most rural areas in North Dakota, many youth are first introduced to jobs through summer employment opportunities. Activities for youth with significant barriers to employment continue to focus on pre-employment and work maturity skills. On-the-job training is an excellent tool for occupational skill building for out-of-school youth who are ready for skill development and employment. The individual plan of each youth is focused on the needs identified through the individualized assessment process. Job Service and the state apprenticeship office collaborate to determine how to establish and expand out-of-school youth work experience opportunities to registered apprenticeships offered by employers. Additionally, youth have access to services provided at the Job Service AJCs, including assistance with work search, resume writing, interviewing, and career exploration. They also have access to jobsnd.com to connect them with unsubsidized employment opportunities.
4. Comprehensive guidance and counseling: Through the comprehensive assessment process, a Youth Coordinator may identify that guidance and counseling services would be of benefit to a youth as the individual proceeds through the program. If so, referral to various providers would occur. Comprehensive Guidance and Counseling services may include, but are not limited to the following: 1.) Referrals to drug and alcohol counseling; 2.) Referrals to mental health counseling; 3.) Career counseling including information on career pathways and review of the RUReady.nd resource; 4.) Educational counseling; and 5.) Case management performed by a professional Social Worker or Vocational Rehabilitation counselor. Each

of these services must be provided by an appropriately trained staff member, educational instructor, licensed counselor or social worker.

5. Activities that help youth prepare for and transition to post-secondary education and training: Services are available for youth in need of such services to prepare for and transition to post-secondary education and training. These services may include assistance with post-secondary financial aid documents, assistance to attend college tours, assistance with college entrance or program exams.

6. Occupational skills training: Occupational skills training is provided through Individual Training Accounts to youth whose employment plan includes post-secondary school through short term skill training or a degree program through a community college or tribal college. Focus will be placed on preparing or retraining individuals for the in-demand occupations in the state. Priority consideration is given to training programs that lead to recognized post-secondary credentials that align with the in-demand sectors and occupations in the local area.

7. Education offered concurrently with and in the same context as workforce preparation activities: Services are available for youth in need of education offered concurrently with and in the same context as workforce preparation activities.

8. Leadership development opportunities, including community service and peer-centered activities encouraging responsibility and other positive social and civic behaviors: Youth are provided leadership development opportunities that may include community service and peer-centered activities encouraging responsibility and other positive social and civic behaviors, decision making and team work.

9. Adult mentoring: Mentoring opportunities with caring adults is sought to provide consistent guidance and support. Activities and projects that provide citizenship skills, life skills training, community improvement skills, and increase positive social skills, is used to develop overall leadership qualities.

10. Financial literacy education: Youth in need of financial literacy education services have access to activities designed to educate or assist youth with the following: making informed financial decisions including budgeting and accessing checking and savings accounts; learning to effectively manage spending, credit and debt; learning the significance of credit report and credit scores. Case managers have knowledge of financial literacy resources in their local area and make an effort to identify youth who need financial literacy assistance.

11. Entrepreneurial skills training: Resources are available for youth interested in developing their entrepreneurial skills. Resources include:

- The UND Center for Innovation, a comprehensive, hands-on assistance is available to technology entrepreneurs, innovators and manufacturers interested in starting up new ventures, commercializing new products and licensing new technologies.
- Entrepreneur Centers of North Dakota provide access to over 20 financing programs and a network of organizations who provide counseling, training and assistance to start-up and existing entrepreneurs.
- Innovate ND is a comprehensive program of entrepreneur education and follow-up assistance with a goal to launch up to 20 new businesses in North Dakota annually. The program is open to all North Dakotans, former North Dakotans or other entrepreneurs, including students, who have an innovative idea, product or business service and want to grow their venture in North Dakota.
- Marketplace for Entrepreneurs is a yearly event for where economic development organizations meet at Marketplace to provide training and technical assistance to North Dakota's entrepreneurs. A comprehensive directory for ideas, contacts, and other economic development information is found on the Marketplace Web site.
- Strom Center for Entrepreneurship & Innovation focuses on revitalizing the state's economy by

encouraging and supporting entrepreneurs and fostering an entrepreneurial spirit. The center actively promotes regional partnership development and offers entrepreneurs a network of professionals who can provide support and assistance in the areas of applied research, business consulting, technology and marketing resources. 12. Labor market information: Labor Market Information is provided to all youth receiving WIOA services. Information is mainly centered on career awareness, career pathways, career counseling or career exploration resources and occupational training available for targeted and in-demand industries and occupations. This information along with other services is available for youth as they transition and prepare for postsecondary education and training. 13. Support Services: Support services may be provided to WIOA youth participants when they are necessary to enable individuals to participate in authorized WIOA activities. Support services include, but are not limited to the following: • Linkages to community services. • Assistance with transportation. • Assistance with housing. • Referrals to medical services. • Assistance with uniforms or other appropriate work and safety-related attire, work-related tools, eyeglasses which include protective eye wear. 14. Follow-up services for not less than 12 months after the completion of participation: All youth will be provided follow-up services for at least 12 months after participation ends. The intensity and duration of follow-up services is based on individual need. Given the appropriate release of information, assessment information and employment strategies is shared with core and required partners to encourage consistent and accurate information that will foster a continuum of services. Information and referral processes will be implemented to introduce youth to the wide array of applicable services available through the workforce system.

4. Provide the language contained in the State policy for “requiring additional assistance to enter or complete an educational program, or to secure and hold employment” criterion for out-of-school youth specified in WIOA section 129(a)(1)(B)(iii)(VIII) and for “requiring additional assistance to complete an education program, or to secure and hold employment” criterion for in-school youth specified in WIOA section 129(a)(1)(C)(iv)(VII). If the state does not have a policy, describe how the state will ensure that local areas will have a policy for these criteria.

IN—SCHOOL YOUTH ELIGIBILITY

POLICY 2—02—01 (0)

PURPOSE:

The Workforce Innovation and Opportunity Act Section 129(a)(1)(B)(iii)(VIII) and Section 129(a)(1)(C)(iv)(VII) includes the Youth eligibility category of “requires additional assistance to complete an educational program, or to secure and hold employment”. Section 681.300 advises State Boards to define this criterion.

POLICY:

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

1. Having limited employment opportunities as defined as being unable to obtain employment after a four week employment search, or
2. Residing in a community with limited youth—related employment opportunities defined as a community with 60 or less worksites based on LMI Area Profile data on July 1st of each year, or
3. Having one or more parents incarcerated, or
4. Having a record of being unable to hold employment demonstrated by being terminated from two or more jobs in the past six months, or
5. Being identified as at risk of dropping out—of—school as documented by school professionals.

POLICY 2—03—01 (0)

PURPOSE:

The Workforce Innovation and Opportunity Act Section 129(a)(1)(B)(iii)(VIII) and Section 129(a)(1)(C)(iv)(VII) includes the Youth eligibility category of “requires additional assistance to complete an educational program, or to secure and hold employment”. Section 681.300 advises State Boards to define this criterion.

POLICY:

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

1. Having limited employment opportunities as defined as being unable to obtain employment after a four week employment search, or
2. Residing in a community with limited youth—related employment opportunities defined as a community with 60 or less worksites based on LMI Area Profile data on July 1st of each year, or
3. Having one or more parents incarcerated, or
4. Having a record of being unable to hold employment demonstrated by being terminated from two or more jobs in the past six months

5. Include the State definition, as defined in law, for not attending school and attending school as specified in WIOA Section 129(a)(1)(B)(i) and Section 129(a)(1)(C)(i). If State law does not define “not attending school” or “attending school,” indicate that is the case and provide the state policy for determining whether a youth is attending or not attending school.

North Dakota Century Code CHAPTER 15.1—20 SCHOOL ATTENDANCE

15.1—20—01. Compulsory attendance. 1. Any person having responsibility for a child between the ages of seven and sixteen years shall ensure that the child is in attendance at a public school for the duration of each school year.

2. If a person enrolls a child of age six in a public school, the person shall ensure that the child is in attendance at the public school for the duration of each school year. The person may withdraw a child of age six from the public school. However, once the child is withdrawn, the person may not reenroll the child until the following school year. This subsection does not apply if the reason for the withdrawal is the child's relocation to another school district.

3. This section does not apply if a child is exempted under the provisions of section

15.1—20—02. Compulsory attendance — Exceptions. 1. The provisions of section 15.1—20—01 do not apply if the person having responsibility for the child demonstrates to the satisfaction of the school board that: a. The child is in attendance for the same length of time at an approved nonpublic school; b. The child has completed high school; c. The child is necessary to the support of the child's family; d. A multidisciplinary team that includes the child's school district superintendent, the director of the child's special education unit, the child's classroom teacher, the child's physician, and the child's parent has determined that the child has a disability that renders attendance or participation in a regular or special education program inexpedient or impracticable; or e. The child is receiving home education.

2. A decision by the board of a school district under subsection 1 is appealable to the district court.

15.1—20—02.1. Attendance — Determination — Policies. 1. To be deemed in attendance for purposes of this chapter, a student may not be absent from school without excuse for more than: a. Three consecutive school days during either the first half or the second half of a school or school district's calendar; b. Six half days during either the first half or the second half of a school or school district's calendar; or c. Twenty—one class periods.

2. The board of each school district and governing body of each nonpublic school shall adopt a policy that: a. Defines an excused absence as any absence from school, if that absence is supported by either a verbal or written excuse supplied by the student's parent, teacher, or school administrator; and b. Articulates the type of documentation that may be requested to verify a student's absence.

3. This chapter does not preclude a school district or nonpublic school from withholding credit, removing a student from a course, or taking other punitive measures against a student who does not arrive in a timely fashion or who exceeds a specific number of absences, as determined by the school district or nonpublic school.

6. If using the basic skills deficient definition contained in WIOA Section 3(5)(B), include the State definition which must further define how to determine if an individual is unable to compute or solve problems, or read, write, or speak English, at a level necessary to function on the job, in the individual's family, or in society. If not using the portion of the definition contained in WIOA Section 3(5)(B), indicate that is the case.

North Dakota provides the following guidance to the local area to determine basic skills deficiency: An individual who is Basic Skills Deficient is defined as: • Youth: Individual has English reading, writing or computing skills at or below the 8th grade level on a generally accepted standardized test (Determined by TABE) or • Adult or Youth: The individual is unable to compute or solve problems, or read, write, or speak English at a level necessary to function on the job, in the individuals' family, or in society (See documentation/justification requirements below).

For individuals with English as their primary language, basic skills deficiency is determined by the TABE and applying the NRS Level and/or the Scale Score Range to TABE level. The results (grade level ranges) from other standardized tests may be used if the test was administered within the last 6 months. For individuals who are new Americans and/or are English Language Learners, the case manager may use their discretion to determine if the individual can speak English at a level necessary to function on the job or in society. New American or ELL status alone does not constitute basic skill deficiency. If the English language skills of a new American (determined through conversation or ALC consultation) warrant a TABE, a test should be administered. A basic skills deficiency determination by a case manager, must include an assessment and a detailed summary of how the decision was made. The summary must be documented in case notes as justification of the decision. The justification must be one or a combination of the following: • A descriptive case note entered by the case manager summarizing the verbal interaction and/or information obtained in the assessment. • A summary of conversation with Adult Learning Center staff describing the English language skills demonstrated in past or present enrollment in an ESL or ELL class. Future scheduled enrollment in ELL can be summarized in the case notes to support the decision. • A case note specifying that an interpreter was necessary to translate for the individual, and accompanied the individual during appointments

d. Single-area State Requirements

In States where there is only one local workforce investment area, the governor serves as both the State and local chief elected official. In such cases, the State must submit any information required in the local plan (WIOA section 106(d)(2)). States with a single workforce area must include—

- 1. Any comments from the public comment period that represent disagreement with the Plan. (WIOA section 108(d)(3).)**
- 2. The entity responsible for the disbursement of grant funds, as determined by the governor, if different from that for the State. (WIOA section 108(b)(15).)**
- 3. A description of the type and availability of WIOA title I Youth activities and successful models, including for youth with disabilities. (WIOA section 108(b)(9).)**

North Dakota received no public comments that represent disagreement with the Plan.

The Governor identifies the State as the entity responsible for the disbursement of grant funds.

Job Service is the provider of WIOA title I Youth activities. Job Service provides all fourteen WIOA Youth elements and provides these activities statewide through the nine Job Service AJCs. Job Service has entered into a Memorandum of Understanding with the North Dakota Workforce Development Council.

4. A description of the roles and resource contributions of the one-stop partners.

Consistent with federal law, partner agencies agree to make available to participants and employers through the One-Stop System the career and training services that are applicable to their programs. (These services and sources of funding for these services are described in Attachment I). The majority of the federal workforce development and training programs in North Dakota are administered through the One-Stop Career Center operator, either through designation by the Governor as the grant recipient or sub-recipient or through contracts. Many program services are delivered using a case management approach. Successful case management is a result of strong connections between staff and participant. Case management is defined as, “A client-centered approach in the delivery of services designed; 1.)prepare and coordinate comprehensive employment plans, such as service strategies, for participants to ensure access to necessary workforce investment activities and supportive services using, where feasible, computer-based technologies; and 2.)provide job and career counseling, including information on career pathways, during program participation and after job placement. Case managers will maintain a close, long-term relationship with participants. The balance of the mandatory One-Stop System partners have in place various arrangements with the One-Stop Career Center operator for serving clients which could include co-locating staff at the One-Stop Career Centers, having staff visit the One-Stop Career Center on an itinerant or appointment schedule or making formal and informal referrals to clients of services available at the One-Stop Career Center. Each of these arrangements is intended to maximize the resources and services being made available to mutual clients. The applicable career services may be made available by the provision of appropriate technology at the comprehensive One-Stop Career Center, by co-locating personnel at the One-Stop Career Center, cross training of front-line staff within partner agencies, or through a cost reimbursement or other agreement between service providers at the comprehensive One-Stop Career Center and the partners. One-Stop System Referral Arrangement Although co-location is desired wherever economically and practically feasible, through the use of technology and electronic linkages, an efficient customer service and referral system has been developed that supports customer choice and access to the programs and services of the One-Stop System partners. All partners will provide referrals to and coordination of activities with other programs and services, including programs and services within the One-Stop System. The primary principle of the referral process is to provide integrated and seamless delivery of services to workers, job seekers, and employers. In order to facilitate such a system, Partners agree to:

- Familiarize themselves with the basic eligibility and participation requirements, as well as with the available services and benefits offered, for each of the Partners’ programs represented by the one-stop delivery system,
- Develop materials summarizing their

program requirements and making them available for Partners and customers, • Share assessment results of an appropriate interview, evaluation or vocational assessment, • Provide substantive referrals to customers who are eligible for supplemental and complementary services and benefits under partner programs, • Regularly evaluate ways to improve the referral process, including the use of customer satisfaction surveys, • Commit to robust and ongoing communication required for an effective referral process, and • Commit to actively follow up on the results of referrals and assuring that Partner resources are being leveraged at an optimal level. The coordination of services established between partners in the One-Stop System varies depending upon the customer service needs being addressed. Each Partner commits to cross-training of staff, as appropriate, and to providing other professional learning opportunities that promote continuous quality improvement. Partners will further promote system integration to the maximum extent feasible through: • Effective communication, information sharing, and collaboration with the one-stop operator, • Joint planning, policy development, and system design processes, • Commitment to the joint mission, vision, goals, strategies, and performance measures, • Leveraging of resources, including other public agency and non-profit organization services, • Participation in a continuous improvement process designed to boost outcomes and increase customer satisfaction, and • Participation in regularly scheduled Partner meetings to exchange information in support of the above and encourage program and staff integration. Data Sharing Partners agree that the use of high-quality, integrated data is essential to inform decisions made by policymakers, employers, and job seekers. Additionally, it is vital to develop and maintain an integrated case management system, as appropriate, that informs customer service throughout customers' interaction with the integrated system and allows information collected from customers at intake to be captured once. Partners further agree that the collection, use, and disclosure of customers' personally identifiable information (PII) is subject to various requirements set forth in Federal and State privacy laws. Partners acknowledge that the execution of this MOU, by itself, does not function to satisfy all of these requirements. All data, including customer PII, collected, used, and disclosed by Partners will be subject to the following: • Customer PII will be properly secured in accordance with the Local WDB's policies and procedures regarding the safeguarding of PII. • The collection, use, and disclosure of customer education records, and the PII contained therein, as defined under FERPA, shall comply with FERPA and applicable State privacy laws. • All confidential data contained in UI wage records must be protected in accordance with the requirements set forth in 20 CFR part 603. • All personal information contained in VR records must be protected in accordance with the requirements set forth in 34 CFR 361.38. Customer data may be shared with other programs, for those programs' purposes, within the workforce system only after the informed written consent of the individual has been obtained, where required. Customer data will be kept confidential, consistent with Federal and State privacy laws and regulations. All data exchange activity will be conducted in machine readable format, such as HTML or PDF, for example, and in compliance with Section 508 of the Rehabilitation Act of 1973, as amended (29 U.S.C. § 794 (d)). All one-stop center and Partner staff will be trained in the protection, use, and disclosure requirements governing PII and any other confidential data for all applicable programs, including FERPA-protected education records, confidential information in UI records, and personal information in VR records

Confidentiality All Parties expressly agree to abide by all applicable Federal, State, and local laws and c regulations regarding confidential information, including PII from educational records, such as but not limited to 20 CFR Part 603, 45 CFR Section 205.50, 20 USC 1232g and 34 CFR part 99, and 34 CFR 361.38, as well as any applicable State and local laws and regulations. In addition, in carrying out their respective responsibilities, each Party shall respect and abide by the confidentiality policies and legal requirements of all of the other Parties. Each Party will ensure that the collection and use of any information, systems, or records that contain PII and other personal or confidential information will be limited to purposes that support the programs and activities described in this MOU and will comply with applicable law. Each Party will ensure that access to software systems and files under its control that contain PII or other personal or confidential information will be limited to authorized staff members who are assigned responsibilities in support of the services and activities described herein and will comply with applicable law. Each Party expressly agrees to take measures to ensure that no PII or other personal or confidential information is accessible by unauthorized individuals. To the extent that confidential, private, or otherwise protected information needs to be shared amongst the Parties for the Parties' performance of their obligations under this MOU, and to the extent that such sharing is permitted by applicable law, the appropriate data sharing agreements will be created and required confidentiality and ethical certifications will be signed by authorized individuals. With respect to confidential unemployment insurance information, any such data sharing must comply with all of the requirements in 20 CFR Part 603, including but not limited to requirements for an agreement consistent with 20 CFR 603.10, payments of costs, and permissible disclosures. With respect to the use and disclosure of FERPA-protected customer education records and the PII contained therein, any such data sharing agreement must comply with all of the requirements set forth in 20 U.S.C. § 1232g and 34 CFR Part 99. With respect to the use and disclosure of personal information contained in VR records, any such data sharing agreement must comply with all of the requirements set forth in 34 CFR 361.38. Accessibility Accessibility to the services provided by Job Service ND and all Partner agencies is essential to meeting the requirements and goals of North Dakota. Job seekers and businesses must be able to access all information relevant to them via visits to physical locations as well as in virtual spaces, regardless of gender, age, race, religion, national origin, disability, veteran's status, or on the basis of any other classification protected under state or federal law. • Physical accessibility - One-stop centers will maintain a culture of inclusiveness and the physical characteristics of the facility, both indoor and outdoor, will meet the latest standards of accessible design. Services will be available in a convenient, high traffic, and accessible location, taking into account reasonable distance from public transportation and adequate parking (including parking clearly marked for individuals with disabilities). Indoor space will be designed in an "equal and meaningful" manner providing access for individuals with disabilities. • Virtual accessibility —Job Service ND will ensure that job seekers and businesses have access to the same information online as they do in a physical facility. Information must be clearly marked and compliant with Section 508 of the U.S. Department of Health and Human Services code. Partners will comply with the Plain Writing Act of 2010; the law that requires that federal agencies use "clear Government communication that the public can understand and use" and all information kept virtually

will be updated regularly to ensure dissemination of correct information. •

Communication accessibility - Communications access, for purposes of this MOU, means that individuals with sensory disabilities can communicate (and be communicated with) on an equal footing with those who do not have such disabilities. All Partners agree that they will provide accommodations for individuals who have communication challenges, including but not limited to individuals who are deaf and hard of hearing, individuals with vision impairments, and individuals with speech-language impairments. •

Programmatic accessibility - All Partners agree that they will not discriminate in their employment practices or services on the basis of gender, gender identity and/or expression, age, race, religion, national origin, disability, veteran's status, or on the basis of any other classification protected under state or federal law.

5. The competitive process used to award the subgrants and contracts for title I activities.

The WIOA Adult and Dislocated Worker Career Services and Training are provided by Job Service North Dakota through a Memorandum of Understanding between the Governor, the Workforce Development Council and Job Service North Dakota.

Job Service is the provider of WIOA title I Youth activities. Job Service provides all fourteen WIOA Youth elements and provides these activities statewide through the nine Job Service AJCs. Job Service has entered into a Memorandum of Understanding with the North Dakota Workforce Development Council.

6. How training services outlined in section 134 will be provided through individual training accounts and/or through contracts, and how such training approaches will be coordinated. Describe how the State will meet informed customer choice requirements regardless of training approach.

Classroom training services are provided through individual training accounts while On-the-Job (OJT) training is provided through a contract between the One Stop WIOA program provider and the employer. Career pathway information is provided by case managers during career exploration activities. Customer choice is supported by the provision of labor market information and through the occupations included on the North Dakota In-Demand Occupations list and Eligible Training Provider list (ETPL). Both are available on the Job Service website jobsnd.com. On-the-job training occupations are not required to be on the In-Demand Occupation list or the ETPL. These training approaches may be coordinated through a Registered Apprenticeship arrangement or when the occupations of the OJT and Classroom training overlap.

7. How the State Board, in fulfilling Local Board functions, will coordinate title I activities with those activities under title II. Describe how the State Board will carry out the review of local applications submitted under title II consistent with WIOA secs. 107(d)(11)(A) and (B)(i) and WIOA sec. 232.

The following steps were taken in conducting the AEFLA competition: • October 25, 2016 - DPI procurement officer recruits WDC members to act as review team to evaluate and score AEFLA grant applications. • November 14, 2016: Announcement of RFP

process and bidders conference via multiple media venues to eligible providers as identified in WIOA and using multiple vendor listings (a variety of platforms to ensure statewide participation and may include local newspapers, DPI newsletter, press releases, social media, and contacts with other state and local agencies and workforce partners) to reach local education agencies, community-based or faith-based organizations, voluntary literacy organizations, ND University System Institutions, public or private nonprofit agencies, libraries, public housing authorities, other nonprofits that have the ability to provide literacy services, consortiums of organizations listed above, and a partnership between an employer and an entity described above. • December 15, 2016: DPI hosts a bidder conference (as established by law) to any eligible provider; the priorities and RFP process will be released and reviewed. • December 16, 2016 - January 31, 2017: DPI procurement officer provides technical assistance to inquiries from potential eligible providers. • January 31, 2017: Due date for AEFLA grant applications • February 1 - February 17, 2017: DPI procurement officer reviews for initial compliance of any submitted application; • February 20-24, 2017: Review team meets to review and score AEFLA grant applications; DPI procurement officer and fiscal officer review scoring and proposed budgets to determine rank-ordered slate based on applicant scores. • February 27 - March 3, 2017: DPI announces AEFLA grant applicants that will receive funding. • March 2017: selected applicants participate in three day training. • July 1, 2017: AEFLA grant providers begin grant cycle, programming, and funding.

To determine if an applicant is an organization of demonstrated effectiveness, all applicants will be required to provide data demonstrating their ability to improve skills of low-literate adults in the applicable academic areas related to the RFP. Prior recipients will use data from the Adult Education student data management system (LACES) to show how they met State-negotiated performance measures for all student levels, as well as for English language learners. New organizations will be provided forms to show demonstrated student learning gain, including low-literacy level and English language learners. All applicants, current or new, will be required to demonstrate its record of improving the knowledge and skills needed to transition successfully to postsecondary education, skills training, or employment. Each application will be reviewed to determine whether it meets the standard of demonstrated effectiveness. Applications that do not provide sufficient evidence of demonstrated effectiveness will be eliminated from the competition.

8. Copies of executed cooperative agreements which define how all local service providers will carry out the requirements for integration of and access to the entire set of services available in the one-stop delivery system, including cooperative agreements with entities administering Rehabilitation Act programs and services.

The Memorandum of Understanding for the One-Stop Delivery System for the State of North Dakota for the Period of July 1, 2017 - June 30, 2020 is the cooperative agreement which defines how all local service providers will carry out the requirements of and access to the entire set of services available in the one-stop delivery system.

https://www.jobsnd.com/sites/default/files/MOUPY17_0.pdf

e. Waiver Requests (optional)

States wanting to request waivers as part of their title I-B Operational Plan must include a waiver plan that includes the following information for each waiver requested:

1. Identifies the statutory or regulatory requirements for which a waiver is requested and the goals that the State or local area, as appropriate, intends to achieve as a result of the waiver and how those goals relate to the Unified or Combined State Plan;

2. Describes the actions that the State or local area, as appropriate, has undertaken to remove State or local statutory or regulatory barriers;

3. Describes the goals of the waiver and the expected programmatic outcomes if the request is granted;

4. Describes how the waiver will align with the Department's policy priorities, such as:

- A. supporting employer engagement;**
- B. connecting education and training strategies;**
- C. supporting work-based learning;**
- D. improving job and career results, and**
- E. other guidance issued by the Department.**

5. Describes the individuals affected by the waiver, including how the waiver will impact services for disadvantaged populations or individuals with multiple barriers to employment; and

6. Describes the processes used to:

- F. Monitor the progress in implementing the waiver;**
- G. Provide notice to any local board affected by the waiver;**
- H. Provide any local board affected by the waiver an opportunity to comment on the request;**
- I. Ensure meaningful public comment, including comment by business and organized labor, on the waiver.**
- J. Collect and report information about waiver outcomes in the State's WIOA Annual Report**

7. The Secretary may require that States provide the most recent data available about the outcomes of the existing waiver in cases where the State seeks renewal of a previously approved waiver;

This section does not apply as North Dakota is not requesting a waiver.

Title I-B Assurances

The State Plan must include assurances that:

1. The State has implemented a policy to ensure Adult program funds provide a priority in the delivery of training services and individualized career services to individuals who are low income, public assistance recipients and basic skills deficient; Yes
2. The State has implemented a policy to ensure local areas have a process in place for referring veterans with significant barriers to employment to career services provided by the JVSG program's Disabled Veterans' Outreach Program (DVOP) specialist; Yes
3. The state established a written policy and procedure that set forth criteria to be used by chief elected officials for the appointment of local workforce investment board members. Yes
4. The State established written policy and procedures to ensure local workforce investment boards are certified by the governor every two years in accordance with WIOA section 107(c)(2). Yes
5. Where an alternative entity takes the place of a State Board, the State has written policy and procedures to ensure the alternative entity meets the definition under WIOA section 101(e) and the legal requirements for membership. Yes
6. The State established a written policy and procedure for how the individuals and entities represented on the State Workforce Development Board help to determine the methods and factors of distribution, and how the State consults with chief elected officials in local areas throughout the State in determining the distributions. Yes
7. The State will not use funds received under WIOA Title I to assist, promote, or deter union organizing in accordance with WIOA section 181(b)(7). Yes
8. The State distributes adult and youth funds received under WIOA equitably throughout the State, and no local area suffers significant shifts in funding from year-to-year during the period covered by this plan. Yes
9. If a State Workforce Development Board, department, or agency administers State laws for vocational rehabilitation of persons with disabilities, that board, department, or agency cooperates with the agency that administers Wagner-Peyser services, Adult and Dislocated Worker programs and Youth Programs under Title I. Yes
10. The State agrees to report on the impact and outcomes of its approved waivers in its WIOA Annual Report. Yes
11. The State has taken appropriate action to secure compliance with the Uniform Guidance at 2 CFR 200 and 2 CFR 2900, including that the State will annually monitor local areas to ensure compliance and otherwise take appropriate action to secure compliance with the Uniform Guidance under section WIOA 184(a)(3); Yes

Program-Specific Requirements for Wagner-Peyser Program (Employment Services)

All program-specific requirements provided for the WIOA core programs in this section must be addressed for either a Unified or Combined State Plan.

a. Employment Service Professional Staff Development.

1. Describe how the State will utilize professional development activities for Employment Service staff to ensure staff is able to provide high quality services to both jobseekers and employers.

Professional development is conducted in a variety of ways. The Job Service Labor Market Information Center presents an LMI workshop to Job Service AJC staff. An annual Business Services Teleconference Training schedule is established with monthly training events on a variety of business service topics such as OFCCP, Registered Apprenticeship, assimilating New Americans, etc. This includes a review of LMI publications and resources available online. The Career and Technical Education, Career Resource Network invites employment service staff to the variety of workshops scheduled each year. Workshops include Improved Career Decision Making, Career Planning, RUPReadyND Training, and other career educational topics. Labor Exchange system training is held to ensure staff working with job seekers and employers are always informed of any changes to the online services. Workforce3one and other online webinars are available for viewing as well. Job Service AJC staff receive annual training from UI staff on the UI Internet Claims Entry System (UI ICE) each fall of the year prior to the UI claims peak period. Job Service AJC staff receive information on pertinent workforce topics brought forward through Job Service and/or community partners such as Community Colleges, Society of Human Resource Management, Economic Development, Department of Commerce and Chamber of Commerce organizations. The annual Governor's Workforce Summit provides the opportunity to hear national speakers and network with business representatives and other workforce professionals. North Dakota continues to see an increased population of New Americans/refugees and other English Language learners. Lutheran Social Services reports 518 new arrivals in FY 15 with an additional 458 New Americans expected in the fiscal year 2016. Job Service ND AJCs link with adult education and English literacy programs. Adult education has offerings that incorporate English literacy with occupational skills training that is closely aligned with local economies. The state of North Dakota has been proactive in development of partnerships with business and New Americans and English language learners who require additional assistance and preparation to progress in employment readiness. A basic skills class curriculum, funded by PY 13 WIA Incentive dollars, continues to be offered to New Americans and in the Fargo Adult Learning Center. Job Service AJC staff are available as requested to participate in the class and present job search information. The class covers basic work skills to include but not limited to soft skills, basic work math, reading, writing, transportation, interviewing, application process, childcare needs and computers. The class curriculum rotates every six weeks. In order to better serve English Language Learners, the Wagner—Peysner 10% funds will be designated to this special group of individuals.

2. Describe strategies developed to support training and awareness across core programs and the Unemployment Insurance (UI) program, and the

training provided for Employment Services and WIOA staff on identification of UI eligibility issues and referral to UI staff for adjudication.

Job Service administers the UI, Wagner—Peyser and WIOA programs. The Senior Management collaborates closely to support claim center and the Job Service AJC assistance to claimants needing to file their claims and register for work. During heavy peak seasonal increases in UI claims filing, UI and Job Service AJC managers and staff increase their cooperation to expedite the claims taking process. Job Service AJC staff receive annual training on UI ICE. This ensures staff efficiently assist claimants with their UI claim filing. Job Service AJC staff connect with UI staff to resolve certain adjudication issues as identified in the established roles and responsibilities. In January of 2017, North Dakota began receiving Reemployment Services and Eligibility Assessment (RESEA) funds. The grant is providing services to all UI claimants who are not job attached and reside in the state. North Dakota had not applied for an RESEA grant for several years. UI staff provided training to new RESEA staff for understanding and awareness of UI issues of ineligibility and how to convey that information. UI adjudication staff are notified regarding any eligibility issues discovered,

b. Explain how the State will provide information and meaningful assistance to individuals requesting assistance in filing a claim for unemployment compensation through One-Stop centers, as required by WIOA as a career service.

North Dakota Job Service AJC staff are knowledgeable in assisting individuals with UI claims filing and some Job Service AJC staff are experienced in actual claims taking while working in the UI department. Job Service AJC staff have a long history of providing assistance to UI claimants. North Dakota has seasonal increase in UI activity. Job Service AJCs provide assistance following roles and responsibilities guidance provided by State UI management. In North Dakota, all UI claims are filed online. Job Service AJC staff are well prepared to provide meaningful UI claims filing assistance and manage large influxes of individuals during peak claims taking periods.

Staff provide assistance to claimants in navigating the UI ICE system in the Job Service AJC resource rooms on the available computers. Job Service AJC staff assist in setting up a State of North Dakota Login and ID, this includes creating an email address if needed. UI ICE Reference Guides and additional UI information are made available for claimants in resource rooms. UI claimants have a series of “How To” instructional videos to assist with the UI claims filing process and weekly certification. The videos are posted on the Job Service webpage jobsnd.com. The topics include: • Creating a State of ND Login • UI ICE Overview: How to File for Unemployment Insurance in North Dakota • Filing a Claim Online Using the UI ICE Website • I Filed My Claim, Now What Do I Do? • Filing A Weekly Certification Using the UI ICE Website • Helpful Tips for Job Attached Claimants

c. Describe the state’s strategy for providing reemployment assistance to Unemployment Insurance claimants and other unemployed individuals.

North Dakota UI claimants are required to have a resume on file with jobsnd.com. When a UI claimant files a claim online, information is interfaced to jobsnd.com and creates a partial registration. Jobsnd.com uses the partial registration data to automatically perform a job search and informs the UI claimant of suitable job openings available for application. Employment Service staff assist with reemployment opportunities. In January of 2017, North Dakota began receiving Reemployment Services and Eligibility Assessment (RESEA) funds. North Dakota had not applied for an RESEA grant for several years. The grant is providing services to all UI claimants who are not job attached and reside in the state. UI claimants receive one on one reemployment services initially with one subsequent contact either in person or telephonically. Job seekers, including UI claimants, visiting a Job Service AJC receive skill assessment, career counseling, and labor market information. Job Service AJC staff recommend on—site development tools to increase interview, soft or computer skills, short term industry training or degree programs through WIOA services and other core and community partner referrals. Career services including skill assessments, career guidance utilizing labor market information, job search assistance and access to WIOA assistance are available to all job seekers. Skill assessment completed by Job Service AJC staff enables clear direction to job openings or referrals to training programs. Knowing the skills job seekers have helps match them to skills desired in employer’s job openings. When skill gaps are identified, job seeker training needs can be quickly addressed. Job Service has invested in jobsnd.com to allow for self—service that is available 24 hours a day, 7 days a week, from anywhere Internet access is available. Jobsnd.com links to the online labor exchange system for individual job search activity and employers to post job listings. Job seekers can use jobsnd.com to create quality resumes and conduct automated job searches. Additionally, job seekers can access education and training programs available and view labor market information such as in demand occupations, current wages and training required. Job seekers can also explore career options, find direction to veteran services, and access community resources.

d. Describe how the State will use W-P funds to support UI claimants, and the communication between W-P and UI, as appropriate, including the following:

1. Coordination of and provision of labor exchange services for UI claimants as required by the Wagner-Peyser Act;

UI claimants, visiting a Job Service AJC receive skill assessment, career counseling, and labor market information. Job Service AJC staff recommend on-site development tools to increase interview, soft or computer skills, short term industry training or degree programs through WIOA services and other core and community partner referrals. Job Service administers the UI, Wagner-Peyser and WIOA programs. The Senior Management collaborates closely to support claim center and the Job Service AJC assistance to claimants needing to file their claims and register for work. Job Service AJC

staff provide a variety of labor exchange services to UI claimants. The most common service is to assist a UI claimant with the requirement to register on the Job Service ND Virtual One-Stop (VOS). VOS is the electronic labor exchange system. Staff assist UI claimants with the online registration and provide assistance creating a resume. VOS has a virtual recruiter feature that will notify UI claimants of new job openings that meet their search criteria. Additional services to UI claimants include assistance to create resumes for each type of employment that a UI claimant is seeking and techniques for improving interviewing skills for UI claimants. Online/electronic applications are prevalent with many employers and this application process is often problematic for UI claimants that lack computer literacy. Job Service AJC staff are familiar with the local employer requirements and assist with this online application process. Social media is discussed as a means to broaden a UI claimant's job search. UI claimants receive referrals to WIOA Dislocated Worker for upgrade training for in-demand occupations. Out of area job search and relocation support services are provided as needed. Referrals are also provided to core programs for partner services such as increased academic skill and GED or vocational rehabilitation services that support their job search activities. Employers frequently utilize the Job Service AJCs for onsite hiring events and job fairs. UI claimants are provided information on upcoming hiring events and job fairs and are instructed on where to find future events on the Job Service ND website. Resources are available to UI claimants on various job seeking topics such as the importance of soft skills, quantifying and measuring occupational skills and accomplishments. For UI claimants with a criminal record, guidance is provided on how to overcome this barrier to employment on applications and during interviews. Federal bonds are available for business hiring UI claimants with a criminal record or other high risk background.

2. Registration of UI claimants with the State's employment service if required by State law;

North Dakota UI claimants are required to have a resume on file with jobsnd.com. When a UI claimant files a claim online, information is interfaced to jobsnd.com and creates a partial registration. Jobsnd.com uses the partial registration data to automatically perform a job search and informs the UI claimant of suitable job openings available for application. Employment Service staff assist with reemployment opportunities.

3. Administration of the work test for the State unemployment compensation system, including making eligibility assessments (for referral to UI adjudication, if needed), and providing job finding and placement services for UI claimants; and

North Dakota UI claimants complete their reemployment activities online on UI ICE. One feature of the UI ICE system is a provided a list of five job openings that matches the UI claimants' last work occupation through an interface with the state job bank. A job list is provided each time a UI claimant logs into the UI ICE system to complete their reemployment activities. The reemployment activities includes information on effective job search strategies, creating cover letters and resumes, an interviewing skills video and information on coping with job loss. Job Service AJC staff provide career services as outlined in WIOA to UI claimants and compliment the reemployment activities provided online. In January of 2017, North Dakota began receiving Reemployment Services and

Eligibility Assessment (RESEA) funds. North Dakota had not applied for an RESEA grant for several years. The grant is providing services to all UI claimants who are not job attached and reside in the state. UI claimants receive one on one reemployment services initially with one subsequent contact either in person or telephonically.

4. Provision of referrals to and application assistance for training and education programs and resources.

UI claimants receive skill assessments, career guidance utilizing labor market information, job search assistance and access to WIOA assistance. Skill assessment completed by Job Service AJC staff enables clear direction to job openings or referrals to training programs. Knowing the skills job seekers have helps match them to skills desired in employer's job openings. When skill gaps are identified, job seeker training needs can be quickly addressed. WIOA case managers will provide information to training and education programs via the ETPL which includes Registered Apprenticeship sponsors. Job Service AJC staff will provide assistance to UI claimants requesting or requiring guidance to complete financial aid applications.

e. Agricultural Outreach Plan (AOP). Each State agency must develop an AOP every four years as part of the Unified or Combined State Plan required under sections 102 or 103 of WIOA. The AOP must include--

1. Assessment of Need

Provide an assessment of the unique needs of farmworkers in the area based on past and projected agricultural and farmworker activity in the State. Such needs may include but are not limited to: employment, training, and housing.

See sections a. and b. below.

A. An assessment of the agricultural activity in the State means: 1) identifying the top five labor-intensive crops, the months of heavy activity, and the geographic area of prime activity; 2) Summarize the agricultural employers' needs in the State (i.e. are they predominantly hiring local or foreign workers, are they expressing that there is a scarcity in the agricultural workforce); and 3) Identifying any economic, natural, or other factors that are affecting agriculture in the State or any projected factors that will affect agriculture in the State.

Based on the most current information available from the United States Department of Agriculture (USDA), North Dakota had \$10.1 billion in combined crop and livestock production sales in 2012. Eighty-eight percent (\$8.89 billion) of North Dakota's total agricultural sales are attributed to crop production. North Dakota's \$10.1 billion in total agricultural sales in 2012 ranked North Dakota at number 11 out of 13 states with total agricultural sales in excess of \$10 billion. According to the United States Department Agriculture, North Dakota's 2016 crop acreage numbers ranked in the top ten states for many grain crops, 2 in, black beans, lentils, sunflower, non-oil, , and 3 in sugar beets barley and oats. In 2016, North Dakota planted 7.76 million acres of wheat, 688,000 acres of sunflowers, 213,000 acres of sugar beets, 80,000 acres of potatoes, and produced

36,260,000 pounds of honey (2015/1). Based on USDA data, North Dakota consistently ranks 16 in annual cattle and calf livestock inventory. Other than sugar beets and potatoes, North Dakota does not rank in processed vegetable, fruit, nut, or melon production among the 50 states and Puerto Rico. Crop and cattle production is spread evenly across North Dakota. However, sugar beets and potatoes are primarily grown in North Dakota's far eastern Red River Valley. Based on past and projected agricultural activity in North Dakota, we do not anticipate the above acreage or cattle inventories to change significantly in the next 4 years. Based on agricultural employer activity with Job Service ND for calendar year 2016, agricultural employers placed an average of 763 seasonal job orders per year requesting an average of 2,122 seasonal agricultural workers per year (1,540 H2A openings and 582 non-H2A openings on average per year). The top five labor-intensive crops in North Dakota include wheat, corn, soybeans, barley and sunflowers. In order of need, the majority of job orders recruit for farm equipment operators, beekeepers, animal ranch workers, general farm workers and truck drivers. As a major agriculture state, North Dakota places great emphasis on the provision or employment services for agricultural employers and migrant and seasonal farm workers (MSFWs)

The high proportion of H2A openings reflects the shortage of agricultural labor in North Dakota due to the increased demand for workers in North Dakota's oil patch and the higher wages paid by the energy companies. During 2015, oil prices dropped from record highs and oil field workers have been laid off. However, it is unknown how many of the laid off workers will stay in North Dakota. This is because many of the oil field workers have come to North Dakota from out-of-state to work specifically in the oil fields. Despite the diminished labor pool available for agricultural openings, Job Service ND remains dedicated to working with agricultural employers to locate qualified farm laborers and equipment operators to assist with the spring to fall farming season. Of the 1702, H2A workers approved for employment in ND in 2017, it is important to understand that the number of them in the state at any given time fluctuates. Because of the ND short growing season, the number of H2A workers in ND in November through February is relatively small. In March the numbers increase as farmers prepare to begin planting in April. In April through October, numbers reach their highest levels as crops are planted, sprayed, cultivated, harvested and transported to storage or market. When this process is completed, a significant number of H2A workers begin to return to their homes. This cycle repeats every year, giving a wide variance in numbers needed by North Dakota farmers at any given point in time. In addition, Job Service ND works to move MSFW's into permanent nonagricultural openings whenever possible. The severe drought conditions in 2017 negatively impacted farmers throughout the state. Per the North Dakota Farmers Union, North Dakota experienced the most severe drought since the 1980s. North Dakota State University extension livestock marketing economist placed the North Dakota drought in the top 5 worst droughts experienced in North Dakota in the past 50 years. The North Dakota Agricultural Commissioner predicts the drought experienced in 2017 will have a \$4 billion to \$5 billion overall economic impact on the state.

B. An assessment of the unique needs of farmworkers means summarizing Migrant and Seasonal Farm Worker (MSFW) characteristics (including if they are

predominantly from certain countries, what language(s) they speak, the approximate number of MSFWs in the State during peak season and during low season, and whether they tend to be migrant, seasonal, or year-round farmworkers). This information must take into account data supplied by WIOA Section 167 National Farmworker Jobs Program (NFJP) grantees, other MSFW organizations, employer organizations, and State and/or Federal agency data sources such as the U.S. Department of Agriculture and the U.S. Department of Labor (DOL) Employment and Training Administration.

The number of migrant farm workers traveling to North Dakota each year, primarily to work in the Red River Valley, continues to decrease. The decrease in migrant farm workers can be attributed to farmers' use of new equipment that improves spacing between row crops, the increased use of Roundup Ready sugar beets, and the use of modern farming practices has almost eliminated the need for manual workers in the sugar beet and potato fields. The transient nature of seasonal farm workers and their established working relationships with agricultural employers in North Dakota makes it difficult to develop accurate demographic data and consistent estimates of MSFW's in North Dakota.

H2A Foreign Labor Certification Agents reported the majority of the H2A workers are from the following countries: South Africa, Ukraine, Mexico, Honduras, Philippines, Bulgaria, Australia, Moldova, France, Ireland, England, Brazil, Peru, Guatemala, Dominican Republic, Haiti, Germany. The majority of H2A workers speak English, and those who do not speak English, speak Spanish. During calendar years 2016 and 2017, agricultural employers requested an average of 2,122 seasonal agricultural workers (1,540 H2A workers and 582 non—H2A workers), However, with Job Service ND receiving less than 84 new MSFW registrations per year over the last few years, many of the positions appear they will go to returning workers not registered with Job Service ND or will go to foreign workers under the H2A program. However, based on information available to Job Service ND and from the WIOA Section 167 grantee (Motivation, Education and Training Inc. (MET), Hispanic groups and families from the southern states and North Dakota Hispanic families who have made North Dakota their permanent home make up the majority of non—H2A MSFW's workers.

2. Outreach Activities

The local offices outreach activities must be designed to meet the needs of MSFWs in the State and to locate and contact MSFWs who are not being reached through normal intake activities. Describe the State agency's proposed strategies for:

MSFW Outreach Workers primarily schedule meetings with migrants or receive walk—in customers in the Job Service AJCs. The Grand Forks Local Office services most our MSFW population. Planned outreach efforts will be made by attending the following events: Tri-Valley Opportunity Council Family Registration Event, Manvel North Dakota Summer Migrant Program Family Registration Event, Grafton Public Schools Summer Migrant Program Family Registration and Kelly Services Mass Hiring Event Days for Potato Harvest. Outreach will be conducted at Migrant Health locations early in the season to reach new and repeat workers/families. Migrant Legal staff will be invited to all community and outreach events and will be invited to train outreach staff on farmworker

rights, either in person or through interactive video. Due to a decline in enrollments, as well as funding cuts for MET, the Tri-Valley Opportunity Council Family Registration Event in East Grand Forks has been canceled. The State of North Dakota will make a great effort to collaborate with Migrant Legal to provide better services to our MSFW's. AWP agencies will be contacted to determine areas to conduct outreach and will partner as available during community events and various other gatherings. These gatherings may occur at a church, community center, migrant health locations or migrant education locations. In addition, through Migrant Service Network Meetings attended by our Fargo outreach worker, information is shared on how Job Service North Dakota, Southern Minnesota Regional Legal Services, Legal Services of Northwest Minnesota, Tri-Valley Opportunity Council, Community Health Service and Immigrant Law Center of Minnesota provide MSFW with services. At the Migrant Service Network Meeting in 2017, it was noted that the number of MSFWs continue to decline as changes in farm practices have reduced the demand for this type of worker and the MSFW partners anticipate a downward trend in the decline of domestic MSFW to continue throughout 2018. SMA will receive information from H2A agents regarding the locations of the H2A workers in ND and determine concentrations for outreach efforts.

A. Contacting farmworkers who are not being reached by the normal intake activities conducted by the employment service offices.

MSFW Outreach Workers primarily schedule meetings with migrants or receive walk-in customers in the Job Service AJCs. Contacts can be made in the field or at the workers' home. In addition, through Migrant Service Network Meetings attended by our Fargo outreach worker, information is shared on how Job Service North Dakota, Southern Minnesota Regional Legal Services, Legal Services of Northwest Minnesota, Tri-Valley Opportunity Council, Community Health Service and Immigrant Law Center of Minnesota provide MSFW with services. At the Migrant Service Network Meeting in 2017, it was noted that the number of MSFWs continue to decline as changes in farm practices have reduced the demand for this type of worker and the MSFW partners anticipate a downward trend in the decline of domestic MSFW to continue throughout 2018.

B. Providing technical assistance to outreach workers. Technical assistance must include trainings, conferences, additional resources, and increased collaboration with other organizations on topics such as one-stop center services (i.e. availability of referrals to training, supportive services, and career services, as well as specific employment opportunities), the employment service complaint system, information on the other organizations serving MSFWs in the area, and a basic summary of farmworker rights, including their rights with respect to the terms and conditions of employment.

To support the Job Service AJCs and the MSFW Outreach Workers, the State Monitor Advocate provides the MSFW Outreach Workers with a variety of resources and assistance throughout the year. The following technical assistance and resources are provided to the MSFW Outreach Workers throughout the year: 1.) Quarterly, Wagner—Peyser registration reports are distributed to outreach worker staff in all offices for review to determine if newly registered MSFW's, by virtue of the information they have

supplied and their work history, are eligible for MSFW outreach and additional assistance; 2.) The State Monitor Advocate visits each Job Service AJC annually and meets with the MSFW Outreach Workers to discuss local trends and to determine if the MSFW Outreach Worker has the necessary tools and resources to carry out their duties; 3.) The MSFW Outreach Workers are provided training on the MFSW Complaint System Manual each time the manual is updated; 4.) To ensure all equity indicators continue to be met, the State Monitor Advocate reviews monthly and quarterly MSFW activity reports and based on these reports provides guidance as necessary to the Job Service AJCs; and collaborate with Migrant Legal Services to train outreach workers on farmworker rights; 5.) The State Monitor Advocate attends the State Monitor Advocate National Training conferences. After each conference, the State Monitor Advocate advises the state's MSFW Outreach Workers on any regulation changes or new requirements; 6.) Any new directives or MSFW guidance disseminated by the National Office is promptly forwarded to the MSFW Outreach Workers. 7.) North Dakota has the MSFW complaint and the Farmworkers rights poster posted at each Local Office and translated into Spanish.

C. Increasing outreach worker training and awareness across core programs including the Unemployment Insurance (UI) program and the training on identification of UI eligibility issues.

MSFW Outreach Workers do not perform the MFSW program duties full-time. In addition to the MSFW Outreach Worker duties, The MSFW workers at Job Service ND also provide Wagner Peyser services and in some cases, WIOA case management services. Because our MSFW Outreach Workers also perform Wagner Peyser duties, the staff assigned as outreach workers are very knowledgeable of the core programs and the unemployment insurance program. Wagner Peyser staff receive training through in-person and Interactive Video Network (IVN) training sessions.

D. Providing State merit staff outreach workers professional development activities to ensure they are able to provide high quality services to both jobseekers and employers.

MSFW Outreach Workers do not perform the MFSW program duties full-time. In addition to the MSFW Outreach Worker duties, The MSFW workers at Job Service ND also provide Wagner Peyser services and in some cases, WIOA case management services. Because our MSFW Outreach Workers also perform Wagner Peyser duties, the staff assigned as outreach workers receive training and professional development in the provision of high quality services to jobseekers and employers through in-person and IVN Wagner Peyser training sessions. In addition, the State Monitor Advocate attends the State Monitor Advocate National Training or the Regional training conferences. After each conference, the State Monitor Advocate advises the state's MSFW Outreach Workers on any regulation changes or new requirements. The State Monitor advocate will disseminate training materials to the outreach workers, including training on sexual harassment.

E. Coordinating outreach efforts with NFJP grantees as well as with public and private community service agencies and MSFW groups.

Motivation, Education and Training Inc. (MET) operates the National Farmworker Jobs Program (NFJP) in eastern North Dakota. An ongoing partnership between Job Service ND and MET has existed to provide MSFWs additional opportunities for employment and training. MET maintains offices in the Red River Valley cities of Grafton, Fargo, and Wahpeton, ND. These MET offices and the Job Service AJCs work together to provide services to MSFW's in the respective areas. Tying the various service agencies together broadens the potential of serving the MSFWs in a one-stop concept. In the Red River Valley where most of the state's MSFW's are located, MSFW Outreach Workers from the Red River Valley offices attend networking meetings sponsored by farm worker advocacy groups. Farm worker advocacy groups at the networking meetings include, but is not limited to the following: 1.) Motivation, Education and Training Inc. (MET); 2.) Migrant Legal Services; 3.) County Social Service agencies; 4.) Migrant Health Services; 5.) Migrant and Seasonal Head Start agencies; 6.) Emergency food pantries; and 7.) Salvation Army organizations. At these networking meetings, participating members provide information about the services they offer to MSFW's and their families and the efforts they make in locating MSFW's in order to promote their services.

3. Services provided to farmworkers and agricultural employers through the one-stop delivery system.

Describe the State agency's proposed strategies for:

A. Providing the full range of employment and training services to the agricultural community, both farmworkers and agricultural employers, through the one-stop delivery system. This includes:

- i. How career and training services required under WIOA Title I will be provided to MSFWs through the one-stop centers;**
- ii. How the State serves agricultural employers and how it intends to improve such services.**

North Dakota is not designated as a "Significant State" and does not have "Significant Bilingual" offices. However, all nine Job Service AJC locations in the state have a designated Business Services representative, MSFW Outreach Worker, and a Complaint Service Representative. The Grand Forks AJC has a Spanish speaking staff member who assists with MSFW customers needing bilingual interpretation. The Job Service AJCs, in coordination with other strategic partners, provides MSFW's and Limited English Proficient individuals with the full range of employment and training services including, but not limited to the following: • Assistance with the Wagner-Peyser registration process in order to receive the full array of services; • Provide assistance with posting resumes and how to do online job searches; • Assistance with accessing other self-services via electronic technologies; • Provide assistance with posting resumes and how to do online job searches; • Provision of information on services available in the Job Service AJCs and contact information for partner agencies; • Provision of basic information on labor rights, protections and responsibilities with respect to terms and conditions of employment; • Assistance in reviewing job orders; • Assessment and referral to agriculture and non-agricultural jobs, training, and support services; • Provision of skill

assessments, counseling, and other job development services; • Assistance with submission of complaints to the State Monitor Advocate; • Refer any apparent violations to Federal agencies; • Referrals to local community service organizations; • Assistance to Limited English Proficient individuals encountering language barriers; • Assistance with career guidance and other job development contact strategies; and • Provide follow-up services as necessary and appropriate. Special emphasis is placed on the identification of MSFW customers. Quarterly, Wagner-Peyser registration reports are distributed to outreach worker staff in all offices for review to determine if newly registered MSFW's, by virtue of the information they have supplied and their work history, are eligible for MSFW outreach and additional assistance. Job Service ND recognizes the importance of the agricultural industry to North Dakota and the large economic contribution made to the state's economy. Therefore, Job Service ND and the Job Service AJCs ensure agricultural employers receive all the services provided to non-agricultural employers (see WIOA/WP Plan for services to employers). Job Service ND and the Job Service AJCs provide agricultural employers the full range of employer services and some specialized services including, but not limited to the following: • Assistance with the online employer registration process in order to access the full array of employer services provided by Job Service ND; • Assistance with the placement of job orders; • Access to online labor market information; • Access to online searches for qualified candidates registered with Job Service ND; • Assistance with assessing labor needs; • Opportunities to participate in job and career fairs; • Recruitment activities to find and refer qualified MSFW's and other domestic candidates to fill job order positions; • Assistance with the H2A temporary labor certification program for agricultural employers experiencing a shortage of workers; • Provision of housing inspections; • Maintain active and inactive files on employers who have utilized the H2A program; • Provision of information for compliance with labor laws and regulations; • Assistance with information on employment and training programs, tax incentives (WOTC), and bonding services; • Provide contact with individual agricultural employers to explain our services when requested or a need for personal contact has been determined by a business services representative. In addition, Job Service ND staff identifies employers who employ MSFW's and promote the recruitment and hiring of U.S workers when they are available. When U.S. workers are not available, agricultural employers may utilize the H2A Labor Certification Program administered by Job Service ND. The H2A program is a resource for agricultural employers to use when an employer anticipates sufficient qualified workers will not be found in the local labor market. Using the job requirements provided by the employers, Job Service ND staff identify individuals who may be interested in working for an agricultural employer and refer those individuals to the agricultural employer. When employers are unable to locate domestic workers, they may seek workers from outside the U.S. by using the H2A program. Designated Job Service ND staff review H2A job orders for accuracy and compliance with the H2A federal regulations before employers forward a request for foreign workers to the U.S. Department of Labor. The job orders are also entered into the Interstate Clearance System with Montana, South Dakota, Texas, and Puerto Rico. Job Service ND's priority for all agricultural job orders is the recruitment and hiring of qualified and available U.S. workers. As a major agricultural state, our Job Service AJCs are dedicated to the

provision, and continual improvement of the services provided to MSFW's and employers.

B. Marketing the employment service complaint system to farmworkers and other farmworker advocacy groups.

Job Service ND has nine local AJC locations in the state. Each office has a Complaint System Representative and MSFW Outreach Worker. In some offices the Complaint System Representative and MSFW Outreach Worker are the same person. The Complaint System Representatives will assist MSFW's to file complaints (both JS and non-JS related), file apparent violations, coordinate with 167 grantees, other MSFW services providers, and forward any apparent violations or complaints to the State Monitor Advocate. The MSFW Outreach Workers will market the employment service complaint system to farmworkers and other farmworker advocacy groups. Marketing of the employment service complaint system to the farmworker community is done when MSFW Outreach Workers meet with MSFW's in person and by informing attendees at Migrant Services Networking meetings sponsored by farm worker advocacy groups of the employment complaint system service. Farm worker advocacy groups at the networking meetings include, but is not limited to the following: 1.) Motivation, Education and Training Inc. (MET); 2.) Migrant Legal Services; 3.) County Social Service agencies; 4.) Migrant Health Services; 5.) Migrant and Seasonal Head Start agencies; 6.) Emergency food pantries; and 7.) Salvation Army organizations.

C. Marketing the Agricultural Recruitment System to agricultural employers and how it intends to improve such publicity.

The purpose of the ARS is to meet the labor needs of agricultural employers, provide job opportunities to farm workers and protect the domestic agricultural workforce. The ARS ensures proper disclosure of the terms and conditions of employment to seasonal workers who are recruited from outside the local commuting area. Job Service ND, Wagner Peyser staff, and MSFW Outreach Workers will continue efforts to strengthen its working relationships with MSFWs and employers so that each better understands how the Wagner Peyser Labor Exchange System and outreach services can be of assistance. Efforts will continue to include promoting the use of the Agricultural Recruitment System (ARS) to employers and the full range of Wagner Public Labor Exchange services delivered by Job Service AJCs. We will promote Agricultural Recruitment System services available to employers by participating in employer conferences, workshops and seminars that respond to the needs of the agricultural community in a general, and to agricultural employers participating in job fairs sponsored or attended by Job Service ND.

4. Other Requirements

A. Collaboration

Describe any collaborative agreements the state workforce agency (SWA) has with other MSFW service providers including NFJP grantees and other service providers. Describe how the SWA intends to build upon/increase collaboration with existing partners and in establishing new partners over the next four years (including any approximate timelines for establishing agreements or building upon existing agreements).

Describe any collaborative agreements the state workforce agency (SWA) has with other MSFW service providers including NFJP grantees and other service providers. Describe how the SWA intends to build upon/increase collaboration with existing partners and in establishing new partners over the next four years (including any approximate timelines for establishing agreements or building upon existing agreements). Motivation, Education and Training Inc. (MET) operates the National Farmworker Jobs Program (NFJP) in eastern North Dakota. An ongoing partnership between Job Service ND and MET has existed to provide MSFWs additional opportunities for employment and training. Job Service ND and MET collaborate to meld services that provide the most benefit to MSFW's. MET maintains offices in the Red River Valley cities of Grafton, Fargo, and Wahpeton, ND. These MET offices and the Job Service AJCs in Fargo and Wahpeton work together to provide services to MSFW's in the respective areas. Tying the various service agencies together broadens the potential of serving the MSFWs in a one-stop concept. Job Service ND and MET Inc. will finalize the Memorandum of Understanding (MOU) and cooperate in entering into an agreement to formalize the current cooperative relationship that has existed between Job Service ND and MET Inc. by April 1, 2018.

B. Review and Public Comment.

In developing the AOP, the SWA must solicit information and suggestions from NFJP grantees, other appropriate MSFW groups, public agencies, agricultural employer organizations, and other interested organizations. In addition, at least 45 calendar days before submitting its final AOP, the SWA must provide a proposed plan to NFJP grantees, public agencies, agricultural employer organizations, and other organizations expressing an interest and allow at least 30 days for review and comment. The SWA must: 1) Consider any comments received in formulating its final proposed AOP; 2) Inform all commenting parties in writing whether their comments have been incorporated and, if not, the reasons therefore; and 3) Transmit the comments and recommendations received and its responses with the submission of the AOP. The AOP must include a statement confirming NFJP grantees, other appropriate MSFW groups, public agencies, agricultural employer organizations and other interested employer organizations have been given an opportunity to comment on the AOP. Include the list of organizations from which information and suggestions were solicited, any comments received, and responses to those comments.

The following MSFW related organizations and agencies, were given the opportunity to provide information and comment on the WIOA Unified Plan modifications within the Agricultural Outreach Plan: Motivation, Education, and Training, Inc. (MET) 45 West 6th St. Grafton, ND 58237 (WIOA Section 167 Grantee)

Motivation, Education, and Training, Inc. (MET) 715 St. N, Suite 108 D Moorhead, MN 56560 (WIOA Section 167 Grantee)

Motivation, Education, and Training, Inc. (MET) 108 7th Street South Wahpeton, ND 58075 (WIOA Section 167 Grantee)

Tri-Valley Opportunity Council, Inc. 102 N Broadway P.O. Box 607 Crookston, MN 56716

Community Health Service, Inc. 810 4th Ave. South. Suite 101 Moorhead, MN 56560

Southern Minnesota Regional Legal Services 1015 7th Avenue North Moorhead, MN 56560

The following comments were received from Southern Minnesota

Regional Legal Services, 1000 Alliance Bank Center, 55 East 5th Street, St. Paul, MN 55101

Dear Ms. Doglod: Thank you for the opportunity to comment on North Dakota's Agricultural Outreach Plan (AOP). I am the lead attorney for Southern Minnesota Regional Legal Services' Agricultural Worker Project (AWP), formerly named Migrant Legal Services. AWP provides civil legal services to agricultural workers throughout North Dakota and Minnesota. Griselt Andrade, a staff attorney in AWP's Moorhead, Minnesota office, forwarded me your email seeking input on the AOP for North Dakota.

My comments to the proposed AOP are as follows:

- While understandable that it is difficult to estimate the number of migrant and seasonal farm workers in North Dakota, 700 such workers seems like a very low estimate. Legal Services Corporation (LSC) contracted with the Department of Labor's Employment and Training Administration in recent years to obtain updated estimates of the size and distribution of the population of agricultural workers and their dependents eligible for LSC-funded legal services in each state. The final estimates, published in 2016, found that there are approximately 28,000 active agricultural workers in North Dakota that are not H-2 workers. Furthermore, it found that there are approximately 5,700 LSC-eligible (meeting certain income and immigration status eligibility criterion) active agricultural workers in North Dakota that are not H-2 workers. Even assuming that some of the workers counted in the estimate were livestock workers and therefore not considered migrant or seasonal, an estimate of 700 migrant and seasonal farm workers in North Dakota still appears to be quite low.

- It would be helpful if the AOP addressed the predominant language(s) spoken by migrant and seasonal farm workers in North Dakota and the ways in which Job Service offices in the state provide services to non-English-speaking farm workers they meet in their office or through other channels. • The AOP states that outreach activities must be designed to locate and contact migrant and seasonal farm workers who are not reached through normal intake activities. However, the AOP does not appear to contemplate performing any outreach to migrant and seasonal farm workers outside of the routine functions of the Job Service offices, which could partially account for the low number of migrant and seasonal farm worker registrations in recent years. Per 20 C.F.R. § 653.107(j)(1), outreach workers should contact farm workers at their "working, living, or gathering areas." Therefore, it is vital that outreach workers perform at least some outreach outside of Job Service offices to reach farm workers in order to inform them of information contemplated under the aforementioned regulation. In addition, the regulation specifies that information should be provided "in a language readily understood by [the farm workers]." Id. AWP would be happy to provide outreach workers with ideas regarding where to conduct outreach to migrant and seasonal farm workers in North Dakota. Additionally, if interested, AWP is willing to partner with

outreach workers to conduct outreach in North Dakota on occasion, as it does with Workforce Center representatives in Minnesota.

- The AOP explains that the State Monitor Advocate provides a basic summary of farm worker rights to outreach workers by advising them of any regulation changes or new requirements after attending the State Monitor Advocate National Training Conference. To refresh the knowledge of seasoned outreach workers and to fully inform new staff of farm worker legal rights, it would be helpful to provide a comprehensive legal rights training to outreach workers on an annual basis. AWP provided a similar training for representatives of Minnesota's Workforce Centers at the beginning of the outreach season in 2017 and would be happy to collaborate with Job Service on a similar training if interested.
- It would be helpful if Job Service created bilingual posters advertising the employment service complaint system to post in its offices and to provide to farm workers and organizations that serve them during outreach.

Again, thank you for the opportunity to provide comments on the proposed AOP for North Dakota. I would welcome the opportunity for AWP and Job Service to work closer together for the benefit of migrant and seasonal farm workers in the state. I can be contacted at 651-894-6854 or jessica.grosz@smrls.org if you have any questions or need any additional information from me at this time.

C. Data Assessment.

Review the previous four years Wagner-Peyser data reports on performance. Note whether the State has been meeting its goals to provide MSFWs quantitatively proportionate services as compared to non-MSFWs. If it has not met these goals, explain why the State believes such goals were not met and how the State intends to improve its provision of services in order to meet such goals.

Review the previous four years Wagner-Peyser data reports on performance. Note whether the State has been meeting its goals to provide MSFWs quantitatively proportionate services as compared to non-MSFWs. If it has not met these goals, explain why the State believes such goals were not met and how the State intends to improve its provision of services in order to meet such goals. During the previous four years Job Service ND received 25,036 Wagner-Peyser registrations, with 84 identified as MSFW's. Less than one-tenth of one-percent of all registrants were identified as MSFW's in the previous four year. However, when the Equity Ratio Indicators were reported to the United States Department of Labor (USDOL) on the quarterly ETA 5148 - Services to Migrant and Seasonal Farmworkers Reports, the quarterly reports for the previous four years shows North Dakota was successful at providing services to MSFWs at higher rates than to non-MSFWs in all 5 Equity Ratio Indicator categories for all sixteen quarters of the previous four years. Job Service ND and the State Monitor Advocate will continue to place special emphasis on the identification of MSFW customers and to ensure all Equity Ratio Indicators continue to be or exceeded. This will be done by continued monitoring of monthly and quarterly MSFW activity and providing guidance as necessary to the Job Service AJC outreach workers and other strategic partners.

D. Assessment of progress

The plan must include an explanation of what was achieved based on the previous AOP, what was not achieved and an explanation as to why the State believes the goals were not achieved, and how the State intends to remedy the gaps of achievement in the coming year.

The previous Agricultural Outreach Plan for PY 2015 and extended through PY 2016 and as the Unified State Plan outlined, Job Service North Dakota (JSND) provided equitable services to North Dakota's MSFW population, maintained an ongoing partnership with Motivation, Education and Training Inc. (MET) to better serve our MSFWs in providing additional opportunities for employment and training. An MOU between JSND and MET will be finalized by the end of PY2017. Outreach efforts continue to be conducted throughout the State of North Dakota. North Dakota is a non-significant MSFW state and North Dakota's MSFW population primary consists of H2A workers. . At the Migrant Service Network Meeting in 2017, it was noted that the number of MSFWs continue to decline as changes in farm practices have reduced the demand for this type of worker and the MSFW partners anticipate a downward trend in the decline of domestic MSFW to continue throughout 2018

E. State Monitor Advocate

The plan must contain a statement confirming the State Monitor Advocate has reviewed and approved the AOP.

North Dakota is not designated as a significant state, but Job Service ND has a full-time, year round employee designated as the State Monitor Advocate who administers the duties on a part-time and as needed basis. The State Monitor Advocate participated extensively in the preparation of the Agricultural Outreach Plan and had the opportunity to approve and comment on the plan.

Wagner-Peyser Assurances

The State Plan must include assurances that:

1. The Wagner-Peyser Employment Service is co-located with one-stop centers or a plan and timeline has been developed to comply with this requirement within a reasonable amount of time. (sec 121(e)(3)); Yes
2. The State agency is complying with the requirements under 20 CFR 653.111 (State agency staffing requirements) if the State has significant MSFW one-stop centers; Yes
3. If a State Workforce Development Board, department, or agency administers State laws for vocational rehabilitation of persons with disabilities, that board, department, or agency cooperates with the agency that administers Wagner-Peyser services, Adult and Dislocated Worker programs and Youth Programs under Title I; and Yes
4. State agency merit-based public employees provide Wagner-Peyser Act-funded labor exchange activities in accordance with Department of Labor regulations. Yes

Program-Specific Requirements for Adult Education and Family Literacy Act Programs

The Unified or Combined State Plan must include a description of the following as it pertains to Adult Education and Literacy programs under title II, the Adult Education and Family Literacy Act (AEFLA).

a. Aligning of Content Standards

Describe how the eligible agency will, by July 1, 2016, align its content standards for adult education with State-adopted challenging academic content standards, as adopted under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965, as amended (20 U.S.C. 6311(b)(1)).

The North Dakota Department of Public Instruction (NDDPI) adopted the ESEA common core state standards for adult education in May 2015. Professional development to all adult education staff has been implemented over the past three years using the 2014 GED as a model. Additionally, the ND RLA, Science, Math and Social Studies standards are used in professional development alignment with the GED and subsequent adult education services; the areas of Math and Science are currently under review.

b. Local Activities

Describe how the State will, using the considerations specified in section 231(e) of WIOA, fund each eligible provider to establish or operate programs that provide any of the following adult education and literacy activities identified in section 203 of WIOA, including programs that provide such activities concurrently. The Unified or Combined State Plan must include at a minimum the scope, content, and organization of these local activities.

Adult Education and Literacy Activities (Section 203 of WIOA)

- Adult education;
- Literacy;
- Workplace adult education and literacy activities;
- Family literacy activities;
- English language acquisition activities;
- Integrated English literacy and civics education;
- Workforce preparation activities; or
- Integrated education and training that—

Provides adult education and literacy activities, concurrently and contextually with both, workforce preparation activities, and workforce training for a specific occupation or occupational cluster, and

Is for the purpose of educational and career advancement.

The North Dakota Department of Public Instruction (NDDPI) serves as the administrative/fiscal agent for Title II Adult Education and Family Literacy Act (AEFLA). As administrative/fiscal agent, NDDPI ensures local service providers (adult learning centers) deliver services to eligible individuals who: 1. are beyond the age of compulsory school attendance (16 years of age); 2. do not have the basic literacy skills necessary to function effectively in society; 3. have not reached a level of education equivalent to that required for a certificate of graduation to be issued; 4. are unable to

speaking, reading, or writing English to obtain or retain employment commensurate with their ability. All activities funded under WIOA are authorized, approved and overseen by NDDPI. Adult basic education and English Language service are the responsibility of local eleven (11) adult learning centers located across the state, plus the North Dakota Department of Corrections and Rehabilitation (DOCR). Eligible organizations applied, per AEFLA, to NDDPI for federal funds through a competition process in December 2016 — February 2017 to provide services: Local education agencies; Community—based or faith—based organizations; Voluntary literacy organizations; North Dakota University System Institutions; Public or private nonprofit agencies; Libraries; Public housing authorities; and, other nonprofits that have the ability to provide literacy services or a consortiums of organizations listed above. The NDDPI conducted a competition using a Request for Proposal (RFP) process under WIOA upon receiving guidance from the U.S. Department of Education, Office of Career, Technical and Adult Education. Criteria was aligned with the considerations required by federal legislation. The ND Governor’s Workforce Development Council, which serves as the state WIB, sought statewide funding distribution by a regional service delivery model. Grants were awarded on a conditional three year basis, with performance and funding standards identified for discontinuation by the NDDPI if/as warranted. In each subsequent year, all local providers will apply on an annual basis for continuing funding under Title II through an application process. RFPs for all programs competed agreed to adhere to direct and equitable provisions to award funds under WIOA sections 225: corrections; 231: eligible providers; and 243: integrated English Literacy and Civics Education. The review of proposals included rating responses to the 13 considerations in Title II of WIOA. The NDDPI used the following process to distribute funds to awarded applicants: no less than 82.5 percent of grant funds were awarded as grants and contracts under Section 231 to carry out Section 225. Programs for Corrections, of which not more than 20 percent of such amount were available to carry out Section 225. Local grants were selected and funds distributed based on the ability to meet the requirements of AEFLA Purposes outlined in WIOA: 1. assist adults to become literate and obtain the knowledge and skill necessary for employment and economic self—sufficiency; 2. assist adults who are parents for family members become a full partner in the education development of their children; 3. promote transition from adult education to post—secondary education and training through career pathways; 4. assist immigrants and English language learners improve reading, writing, math, speaking and comprehension of the English language and acquire understanding of American government, individual freedom, and responsibilities of citizenship. This included providing adult education and literacy services to the negotiated performance levels (not less than the State) which demonstrated academia, college and career effectiveness, and focused on research—based methods of instruction. This included alignment with local workforce and other partnerships which created a collaborative seamless process and system for eligible students. The determination of priority services followed federal guidance. All activities must demonstrate sufficient intensity and duration, as so aligned with the common core standards, resulting in strong college and career readiness. Under WIOA (Section 203), adult education and literacy activities are defined as, “programs, activities, and services that include adult education, literacy, workplace adult education, and literacy activities, family literacy activities, English language acquisition activities, integrated English literacy and civics education,

workforce preparation activities, or integrated education and training.” A wide variety of program strategies are used to be responsive to the needs of adult learners, with a strong foundational emphasis on quality, intensity and duration of services which will result in real learning and related life changes, over placing emphasis on serving large numbers of students. These areas included the following: Reading, writing and numeracy for grades 0 — 12.9 English language — NRS levels 0 — 6 Civics education — included individual education plan, career research, and employability skills; instruction to assist students in acquiring high school equivalency credentials and transition into post—secondary (career pathway focus); integrated ABE and ELL with occupational instruction (Career Pathway Bridges); digital literacy — computer literacy to meet workplace competency demands and transition to post—secondary education and training; financial literacy — courses and individualized work helping students understand issues including budgeting, debt, impact of student loans, unfair lending practices; and, workforce readiness training — individualized advising as part of individual education plan to include career research, employability skills. The plan scope, or the ‘how’ for adult education involved implementation of a developed comprehensive professional development plan for all local adult education providers, of the WIOA required features to meet its stakeholders requirements, and best practice strategies for both instructional and social readiness for college and career. A (historical) formula method was used based upon region population, unemployment rates and other distinguished factors (past performance of core indicators, EFL gains). The ND Department of Public Instruction (DPI) is the State’s eligible agency for adult education and literacy programs and responsible for administering funds and providing program/performance oversight to local program grantees. Adult education and literacy eligible local providers will continue to receive funding through June 30, 2018, as long as the eligible current providers adhere to State and federal grant expectations as measured through annual applications, financial reports, and program performance reports. WIOA (Section 231) defines adult education and literacy activities as “programs, activities, and services that include adult education, literacy, workplace adult education, and literacy activities, family literacy activities, English language acquisition activities, integrated English literacy and civics education, workforce preparation activities, or integrated education and training.” A wide variety of program strategies are implemented to be responsive to the needs of adult learners, with a strong foundational emphasis on quality, intensity and duration of services which result in real learning and related life changes, over placing emphasis on serving large numbers of students. These areas include the following: • Reading, writing and numeracy for grades 0 — 12.9 • English language — NRS levels 0 — 6 • Civics education — includes individual education plan, career research, and employability skills Instruction to assist students in acquiring high school equivalency credentials and transition into post-secondary (career pathway focus). In addition, NDCC 15.1-21-27 requires all students seeking adult education to take and pass the Civics exam. • Integrated ABE and ELL with occupational instruction (Career Pathway Bridges) • Digital literacy — computer literacy to meet workplace competency demands and transition to post-secondary education and training • Workforce preparation and readiness training — individualized advising as part of individual education plan to include career research, employability skills.

Special Rule

Each eligible agency awarding a grant or contract under this section shall not use any funds made available under this title for adult education and literacy activities for the purpose of supporting or providing programs, services, or activities for individuals who are under the age of 16 and are enrolled or required to be enrolled in secondary school under State law, except that such agency may use such funds for such purpose if such programs, services, or activities are related to family literacy activities. In providing family literacy activities under this title, an eligible provider shall attempt to coordinate with programs and services that are not assisted under this title prior to using funds for adult education and literacy activities under this title for activities other than activities for eligible individuals.

c. Corrections Education and other Education of Institutionalized Individuals

Describe how the State will establish and operate programs under section 225 of WIOA for corrections education and education of other institutionalized individuals, including how it will fund, in accordance with the requirements of title II, subtitle C, any of the following academic programs for:

- Adult education and literacy activities;
- Special education, as determined by the eligible agency;
- Secondary school credit;
- Integrated education and training;
- Career pathways;
- Concurrent enrollment;
- Peer tutoring; and
- Transition to re-entry initiatives and other post release services with the goal of reducing recidivism.

Each eligible agency using funds provided under Programs for Corrections Education and Other Institutionalized Individuals to carry out a program for criminal offenders within a correctional institution must give priority to serving individuals who are likely to leave the correctional institution within 5 years of participation in the program.

The NDDPI currently allocates federal and state funds to the Department of Corrections and Rehabilitation (DOCR) to provide adult education and literacy services at five state correctional facilities: State Penitentiary, Missouri River Correctional Center, James Valley Correctional Center, Dakota Women’s Rehabilitation and Correctional Center and the Youth Correctional Center. Current DOCR educational staff teach a comprehensive program which includes special education services, secondary high school diploma or GED, integrated education and training, career pathways, peer tutoring and re—entry transition. Funds were competed to support education programs for the five facilities in these areas: Adult education and literacy services; special education as determined by the eligible agency; secondary school credit; integrated education and training; career pathways; concurrent enrollment; peer tutoring; and, transition to re—entry initiatives/post—release services with the goal of reducing recidivism. Each of the five eligible agencies granted funds provided under Programs for Corrections Education and

Other Institutionalized Individuals to carry out a program for criminal offenders within a correctional institution have assured to prioritize serving individuals who are likely to leave the correctional institution within 5 years of participation in the program. Almost all adult offenders work towards their GED while about 25% of the incarcerated youth do as well, with the remainder working towards a diploma. Also available for both adults and juveniles is the research/evidence based Read Right program and also industry specific programs (i.e., welding, construction, FACS, Agriculture, Technology education, Commercial Arts, Vehicle Maintenance and Repair). Inmate tutoring is offered as paid employment following completion of a training program. Classes in career readiness and reentry planning are available and required by inmates within a year of parole/release. Corrections, although under one state agency, participated in the competition requirements and were scored according to criteria listed above. Funding was not be provided for county or city jail inmates as the transition of services as most inmates do not stay beyond a 60 day incarceration timeframe; previous data has shown minimal measureable skill gain in that environment and thus, the decision was made that it was not financially appropriate to serve at the county or city jails at this time.

d. Integrated English Literacy and Civics Education Program

1. Describe how the State will establish and operate Integrated English Literacy and Civics Education programs under Section 243 of WIOA, for English language learners who are adults, including professionals with degrees and credentials in their native countries.

The Integrated English Literacy and Civics Education programs will engage students in purposeful use of the language. It will offer the opportunity to develop and implement integrated English Literacy and civics education services to immigrants and other limited English proficient populations.

Integrated English Literacy and Civics Education (IELCE) programs will engage students in purposeful use of the language. It will offer the opportunity to develop and implement integrated English Literacy and civics education services to immigrants and other limited English proficient populations. Under WIA, ND had a very small population who received English literacy and civics education. Upon completion of the 2015-16 program year, ND's EL population was approximately 47% of the adult education population served; this increase over the past three years has been driven by a strong economic labor market and community partnership programs to bring EL families to ND. Five years ago, primarily all EL services were from four metro adult learning center programs; this past year, each of the 16 adult learning centers served EL students.

Through the competition process, ND will grant IELCE funds to eligible programs who describe their plan to provide English language acquisition and civics education concurrently and contextually; the four highest scores in the new competition application process will receive WIOA funds, assuring any proposed activities and budget will meet all statutory requirements. While WIOA funds will be given to four local programs using the rubric scoring process, all adult learning center providers will provide civics education concurrently and contextually as required by State law (NDCC 15.1-21-27).

DPI will require all eligible providers (sections 225, 231, and/or 243) to apply via the standard application process to ensure all applications are evaluated using the same rubric and scoring criteria. The agency ensures that all eligible providers have direct and equitable access to apply for grants or contracts. It also ensures that the same grant or contract announcement, application, and proposal process is used for all eligible providers through the grant management system. During the initial period of the grant submission process, any eligible agency that contacts the agency with an interest in participating will be provided the information needed. DPI believes these approaches meet the AELFA requirements to ensure direct and equitable access. The agency uses the considerations specified in section 231(e) of WIOA to fund eligible providers by incorporating each of the considerations into the narrative portion of the application. The agency attaches a point-based scoring rubric weighting each of the considerations. Applicants must provide narrative detail to demonstrate how they will meet each consideration.

North Dakota will award Section 243 funds to eligible providers through the competitive application process outlined above. Funds will be used to support the operational expenses of local IELCE programs, including teacher salaries and benefits, classroom supplies, textbooks, and other items necessary to carry out instruction in English language acquisition, workforce preparation activities, and civics education. While the State plans to issue guidance and technical assistance to eligible providers on how to co-enroll participants in occupational training, as appropriate, some section 243 funds may be used to offset occupational training costs as part of an integrated education and training program.

2. Describe how the State will fund, in accordance with the requirements of title II, subtitle C, an Integrated English Literacy and Civics Education program and how the funds will be used for the program.

Funds were distributed on a competitive basis through the RFP process mentioned earlier. Funds were used to provide ELL and Civics instruction. The funds paid for instructors and materials on listening and reading comprehension along with writing and speaking. Staff from the adult learning centers formed a subcommittee to solicit, review and recommend use of curriculum or modules that best support the expanded requirements of the legislation and the student goals and needs in the most experiential method possible. The English Literacy and Civics Program is designed to improve the productivity and obtaining of gainful employment through the improvement of skills of non—native English learners. Working with local providers, AJC’s and local community employers, the adult learning centers and students determined in—demand industries and occupations that can lead to economic self—sufficiency.

e. State Leadership

1. Describe how the State will use the funds to carry out the required State Leadership activities under section 223 of WIOA.

The most critical element of continued leadership activities focused on monitoring and evaluation of local programs. All local programs are on a two year cycle for onsite

monitoring. NDDPI has a strong foundation of working with education and workforce partners on a statewide career pathway system and sector strategy initiative. Additionally, NDDPI is on the Governor's Workforce Development Council and Leadership Team. This position promotes the collaboration and vision of workforce partners to ensure a seamless system is developed, implemented and evaluated for effectiveness. The development of Career Pathways and Integrated Employment and Training has been a key initiative for all partners. North Dakota DPI used funds available under section 222(a)(2) to enhance the quality of programming in the adult education system. Not more than 12.5 percent of the grant funds made available were used to carry out State Leadership activities under section 223. Activities supported with federal leadership funds and extended using State funding include:

- WIOA core partner programs aligned and coordinated services for program participants. Leadership funds were used to build the capacity of grantees to coordinate and align services by cross-training staff on intake/orientation, eligibility screening, and referral between partners, and other joint mechanisms developed through agency partnerships. In addition, the development of all components of career pathways is a priority with a focus on bridge programming and integrated education and training.
- Adult Education supported a statewide PD advisory committee of eight (8) to identify annual PD needs, determine delivery and evaluate results to ensure best practice approaches which result in both collaborative partnerships, academic and career focused rigors as measured in student ELF and core measure gains and teacher/program quality. These funds were used on topics to include content standards implementation, instructional strategies and methodologies, integrated education and training, bridge programming, transition to postsecondary education, use of technology, distance education, and services to students with disabilities. Technical assistance is a strong component of leadership activities and funds as the State Office continued to support local programs with research/evidence based programs, activities and curriculums to meet the individual needs of students. Technical assistance focused on data and the student data management system (LACES), assessment and instruction; additionally, the aforementioned areas of career readiness, integrated employment and training and career pathways, and core partner services were key for local programs. The 2017-2018 PD calendar was developed with these focused topics in mind. Using technology to improve program effectiveness through training and technical assistance focused on preparing instructors and program administrators to identify and utilize technology to enhance instruction, programming, and distance education. The State contracted to provide PD in the area of technology through activities such as face-to-face and online training in a variety of areas, and included educational technology, digital literacy instruction, and distance learning. In addition, other training and technical assistance focused on effective use of the statewide data system to maintain accurate student data and continuously improve programming. The State Office supported multiple methods to ensure promising practices and models are shared with all providers to include local program TA and monitoring visits, monthly conference calls, electronically shared association newsletters monthly about training opportunities, high-quality resources, and promising practices for instruction and programming; an annual conference and other PD activities. The State provided grantee oversight to include monthly data monitoring, annual site visits, and a program improvement monitoring process for low-performing grantees. North Dakota explored technology applications and

distance education, including professional development to support the use of instructional technology through distance learning program to prepare students to pass the HSE and assessing and addressing the need for professional development surrounding the utilization of technology in delivering instruction and teacher training. In establishing career pathways, the State evaluated the use of Literacy Information and Communication System (LINCS) for English language learners to develop teaching strategies for integrating education and training using contextualization concepts in teaching. • The State also evaluated integrating literacy and English language instruction with occupational skill training, including promoting linkages with employers through providing funding for basic skills and HSE preparation and partnering with local workforce programs. To identify curriculum frameworks and align rigorous content standards that specify what adult learners should know and be able to do in the areas of reading and language arts, mathematics, and English language acquisition, the technical assistance provided considered: • State-adopted academic standards; • Current adult skills and literacy assessments used in the State; • Primary indicators of performance described in section 116; • Support for standards and academic requirements for enrollment in non-remedial, for-credit courses in postsecondary educational institutions or institutions of higher education; and • Where appropriate, content of occupational and industry skill standards widely used by business and industry in the State. The State accomplished this WIOA provision by restructuring English Language Acquisition Content Standards to include integration of language acquisition and with workforce preparedness training. Further, professional development on integration of the College and Career Readiness Standards for adults with instruction for all students was utilized. Through participation of the State interagency planning initiatives with the WIOA partners, the State's adult education providers collaborated where possible and avoid duplicating efforts in order to maximize the impact of the activities described above.

2. Describe how the State will use the funds to carry out permissible State Leadership Activities under section 223 of WIOA, if applicable.

The provision of high quality professional development has been strong across North Dakota and expanded to career pathways, bridge programs and effective career planning to meet the state's continual employment needs. Integrated Employment and Training (IET) and digital literacy were advanced and designed for work with ELL students as our priority. As always, technical assistance was a strong component of leadership activities and funds, as the State Office continued to support local programs with research/evidence based programs, activities and curriculums to meet the individual needs of students. Technical assistance continued to focus on data and our associated student data management system (LACES), assessment and instruction; additionally, the aforementioned areas of career readiness, integrated employment and training and career pathways were key for local programs.

f. Assessing Quality

Describe how the eligible agency will assess the quality of providers of adult education and literacy activities under title II and take actions to improve such quality, including providing the activities described in section 223(a)(1)(B) of WIOA.

The adult learning centers are responsible to the State Office for meeting standards of quality for administration and instruction. Effectiveness of programs, services and activities of local recipients of funds are assessed through systematic evaluation of programs. All activity related to ABE/ESL students are entered at least monthly into the student data management system. The State Office conducts random, but at least quarterly, audited all program data for multiple indicators of quality. Secondly, the state used both data match and personal contact to identify performance indicators. Each local program is expected to meet the state negotiated performance measures in the new WIOA reauthorization — percent of program participants who are in unsubsidized employment during the second quarter after exit of the program; percent of program participants who are in unsubsidized employment during the fourth quarter after exit of the program; median earnings of program participants who are in unsubsidized employment during the second quarter after exit from the program; percent of program participants who, during a program year, are in an education or training program that leads to a recognized post—secondary credential or employment and who are achieving measurable skill gains toward such a credential or employment; and effectiveness in serving employers. Lastly, as mentioned above, accountability lies in the results on onsite monitoring by the State Office as well as local program monitoring to assess their own standards and performance. The State Adult Education Office evaluated programs quarterly through a monthly desk audit process in which measures such as average attendance hours, educational functioning level gains, number of students post-tested, etc., are reviewed using the student data management system. The desk audits allow programs to review operational aspects of the program such as the percentage of funds expended, completion of required professional development, and completed personnel activity reports. In addition, the State Office performed site monitoring visits for each adult education and literacy program within the last six months to ensure that state and federal laws and policies are followed, reviewed program performance, and connected with sponsoring administrators. Monitoring included the following categories: program management and reporting; financial review; advisory committee; professional development; student intake and orientation; program policies; instruction; teaching/classroom observation; technology; recruitment/retention, partner and community collaboration; and equal access. Each program review is accompanied by a full financial review by the State finance department. After monitoring, the local program are required to submit a corrective action plan to address any report findings, recommendations, and commendations within an agreed upon timeline and follow up to the satisfaction of the State Office. In addition to the technical assistance provided through the monitoring processes, the State Office provided various professional development as described above. An online repository was created for statewide staff to have access to instructional and career related resources. This allowed local program activities to increase student outcomes. All related PD activities included an evaluation component to provide the state office with demographic data of participants, and to determine how the PD activity is being utilized in the classroom and what related success occurred as a result. Secondly, evaluations helped the state office determine the quality of training, relevance and applicability of the topic. Respectively, each adult learning center director is responsible to ensure that the PD activity or event is implemented into the classroom or instructor methods and that by classroom observations, student educational

gains, or teacher interview, the effectiveness of the PD is tracked. Guskey's model for the Five Critical Levels of Professional Development Evaluation is used to support teacher reactions, learning, organization support and change, use of new knowledge or skills, and student learning outcomes. The State used various means of assessment in its annual and ongoing evaluation process, including site monitoring visits, desk monitoring, program improvement processes, and performance and financial audits; results determine program improvement actions. Professional Development Quality Assessment Participants are surveyed after all workshops, conference presentations, and webinars to evaluate and provide feedback on the activity or event. In regional workshops, changes were based on participant feedback. Programs review student data to determine if the training impacted student outcomes and also to determine areas where additional training may be needed. The annual training plan included State priorities, input from surveys about training needs, and advice from the statewide professional development committee. Additionally, data from HSE test results are reviewed to determine areas in which students may need additional instruction. Monitoring The State ensured student performance improvement, financial accountability, program quality, and regulatory compliance of local providers in accordance with federal laws and regulations, State statutes and rules, and the provisions of an approved grant award. The monitoring component of the Quality Assurance System is a risk assessment process used to evaluate variables associated with workforce education grants and assign a rating for the level of risk to the federal Department of Education and the agency. In order to complete risk assessments, certain risk factors have been identified which may affect the level of risk for each agency. A risk matrix is completed for each provider. The annual risk assessment is conducted to determine the monitoring strategy appropriate for each provider. A range of monitoring strategies includes conference calls, improvement plans, desktop self-assessment, grant reviews, etc., with a more comprehensive strategy such as an onsite visit designated for providers deemed to be at higher risk. Actions Taken to Improve Quality If noncompliance finding(s) are identified, a corrective action plan will be implemented. The corrective action plan must identify the findings and specific strategies the provider will implement to ensure that finding(s) have been resolved. Program Improvement Plan. The State conducted performance evaluations. The evaluations process is a data-driven accountability system for adult education programs. In a competition year, all awarded agencies are expected to meet at least 90 percent of the State Performance Target or demonstrate improvement for ABE and EL functioning levels. In continuing years, an Adult Education Program Improvement Plan (AEP/IP) will be required if the State determines that an eligible recipient failed to meet at least 90 percent of the State performance target or demonstrate improvement for each functioning level from the agency's previous year completion rates. An AEP/IP is required for each educational functioning level that fails to meet the required standards for program year 2018-2019. In addition to program improvement plans and other actions taken to improve quality, the following activities are available:

- New Director Training and Mentoring. Provided new directors with information such as federal and State guidelines, data collection and National Reporting System (NRS) reporting, and resources needed to administer their programs.
- Tests of Adult Basic Education (TABE) Training. Through ongoing training, a network of trained professionals ensure the uniform administration and reporting of assessments used for determining federal-level gains.
- Data Reporting and Program

Improvement Training. Provided training on the fundamentals of the NRS. Topics include monitoring, data analysis and collection, types of data and measures, assessments, data quality, and related information. • Technical Assistance. Adult education monthly calls inform adult educators of program changes and reporting announcements, and provide opportunities to ask questions of State staff. In addition, technical assistance papers are posted on the federal Department of Education website. • Teacher Training. Provided information and resources to support instruction in the areas of HSE preparation, college and career readiness, career awareness and planning, career pathways, reading, and math instructional strategies.

Certifications

States must provide written and signed certifications that

1. The plan is submitted by the State agency that is eligible to submit the plan. Yes
2. The State agency has authority under State law to perform the functions of the State under the program. Yes
3. The State legally may carry out each provision of the plan. Yes
4. All provisions of the plan are consistent with State law. Yes
5. A State officer, specified by title in the certification, has authority under State law to receive, hold, and disburse Federal funds made available under the plan. Yes
6. The State officer who is submitting the plan, specified by the title in the certification, has authority to submit the plan. Yes
7. The agency that is submitting the plan has adopted or otherwise formally approved the plan. Yes
8. The plan is the basis for State operation and administration of the program. Yes

Certification Regarding Lobbying

Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

- (1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.
- (2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative

agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that: If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Applicant's Organization **North Dakota Department of Public Instruction**

Full Name of Authorized Representative: **Kirsten Baesler**

Title of Authorized Representative: **State Superintendent**

SF LLL Form – Disclosure of Lobbying Activities (only if applicable)
(<http://www2.ed.gov/fund/grant/apply/appforms/appforms.html>). If applicable, please print, sign, and email to OCTAE_MAT@ed.gov

Assurances

The State Plan must include assurances that:

1. The eligible agency will expend funds appropriated to carry out title II of the Workforce Innovation and Opportunity Act (WIOA) only in a manner consistent with fiscal requirements under section 241(a) of WIOA (regarding supplement and not supplant provisions). Yes
2. The eligible agency will ensure that there is at least one eligible provider serving each local area, as defined in section 3(32) of WIOA. Yes
3. The eligible agency will not use any funds made available under title II of WIOA for the purpose of supporting or providing programs, services, or activities for individuals who are not "eligible individuals" within the meaning of section 203(4) of WIOA, unless

it is providing programs, services or activities related to family literacy activities, as defined in section 203(9) of WIOA. Yes

4. The Integrated English Literacy and Civics Education program under section 243(a) of WIOA will be delivered in combination with integrated education and training activities; Yes

5. The Integrated English Literacy and Civics Education program under section 243(a) of WIOA will be designed to (1) prepare adults who are English language learners for, and place such adults in, unsubsidized employment in in-demand industries and occupations that lead to economic self-sufficiency and (2) integrate with the local workforce development system and its functions to carry out the activities of the program; and Yes

6. Using funds made available under title II of WIOA to carry out a program for criminal offenders within a correctional institution, the eligible agency will give priority to serving individuals who are likely to leave the correctional institution within five years of participation in the program. Yes

7. The eligible agency agrees that in expending funds made available under title II of WIOA, the eligible agency will comply with sections 8301 through 8303 of the Buy American Act (41 U.S.C. 8301-8303). Yes

Section 427 of the General Education Provisions Act (GEPA)

In the text box below, describe the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs provide the information to meet the requirements of Section 427 of the General Education Provisions Act (GEPA), consistent with the instructions posted at

<https://www2.ed.gov/fund/grant/apply/appforms/gepa427.doc>.

At the State level, the NDDPI requires all grantees of either state or federal funds, sign an assurance that they have read the GEPA requirements, understand the requirement parameters and agree to oblige to the highest standard possible, to carry out the intent of GEPA. [Currently, the NDDPI is not competing funds for State Leadership]. The NDDPI State Office has on file a statement from every funded program that they ensure equitable access to and participation in, federal assisted programs for students, teachers and other program beneficiaries with special needs. The NDDPI monitoring process of the local adult education programs, includes several questions about GEPA to justify compliance with Section 427.

Program-Specific Requirements for Vocational Rehabilitation

The Vocational Rehabilitation (VR) Services Portion of the Unified or Combined State Plan* must include the following descriptions and estimates, as required by section 101(a) of the Rehabilitation Act of 1973, as amended by WIOA:

* Sec. 102(b)(D)(iii) of WIOA

a. Input of State Rehabilitation Council

All agencies, except for those that are independent consumer-controlled commissions, must describe the following:

1. input provided by the State Rehabilitation Council, including input and recommendations on the VR services portion of the Unified or Combined State Plan, recommendations from the Council's report, the review and analysis of consumer satisfaction, and other Council reports that may have been developed as part of the Council's functions;

The Division of Vocational Rehabilitation continues to regularly seek the advice of the State Rehabilitation Council (SRC) on a number of issues including the state plan contents, consumer satisfaction, program goals and evaluation, policies, order of selection, public education and building relationships with the business community.

The results of the client satisfaction survey for FFY 2017 showed 88% satisfaction with vocational rehabilitation services. The SRC's Planning and Evaluation Committee receives quarterly reports on the client satisfaction rates. They review the information, which is then discussed at the quarterly SRC meetings. They have not identified any trends or anomalies. The SRC made no policy recommendations during this fiscal year, nor did their Annual Report include any specific recommendations based on the survey results.

As had been identified in the Strategic Plan, DVR has been reviewing and making changes to agency policies. All revisions have been reviewed with and approved by the SRC.

Two recommendations were made by the SRC throughout the year and after reviewing public comment from the state plan input meetings held in February 2018.

RECOMMENDATION 1: DVR should maintain the Order of Selection structure within the state plan.

RECOMMENDATION 2: DVR should implement a policy on customized employment across the state.

2. the Designated State unit's response to the Council's input and recommendations; and

Response 1: DVR concurs and will continue to do so. Attachment (m) addresses this recommendation.

Response 2: DVR concurs and will do so. Goal 4 in Attachment (l) addresses this recommendation

3. the designated State unit's explanations for rejecting any of the Council's input or recommendations.

NA

b. Request for Waiver of Statewideness

When requesting a waiver of the statewideness requirement, the designated State unit must identify the types of services to be provided by the program on a non-statewide basis. The waiver request must also include written assurances that:

1. a local public agency will provide the non-Federal share of costs associated with the services to be provided in accordance with the waiver request;

ND does not request a Waiver of Statewideness.

2. the designated State unit will approve each proposed service before it is put into effect; and

NA

3. All State plan requirements will apply

requirements of the VR services portion of the Unified or Combined State Plan will apply to the services approved under the waiver.

NA

c. Cooperative Agreements with Agencies Not Carrying Out Activities Under the Statewide Workforce Development System.

Describe interagency cooperation with and utilization of the services and facilities of agencies and programs that are not carrying out activities through the statewide workforce development system with respect to:

1. Federal, State, and local agencies and programs;

The Division of Vocational Rehabilitation continues to work with multiple agencies and entities throughout the state. A number of these are related to cooperative ventures with the Department of Human Services' Behavioral Health Division in development of a sustained system of benefit planning and other vocational supports that facilitate employment of persons with the most significant disabilities. Listed below are the primary businesses, agencies and groups with whom we are currently working. The only group in this attachment, with whom we have a formal written agreement, is with the Department of Veterans' Affairs Vocational Rehabilitation Program.

Department of Veterans' Affairs Vocational Rehabilitation Program — Cooperative agreement with VA/VR is to 'ensure seamless, coordinated, and effective VR services to North Dakota's veterans with disabilities and their dependents with disabilities; to improve cooperation and collaboration between the two agencies; to avoid duplication of

services; to improve interagency communication; and to establish staff cross-training opportunities.’

While we do not have formal written agreements with the following entities, state and regional DVR staff work cooperatively with them based on the individual consumer needs.

Business Information Centers (BIC) — Located in Bismarck and Grand Forks, the BICs provide consultation and resources for DVR consumers on various aspects of establishing and maintaining a business.

Small Business Administration (SBA) — Ongoing coordination of shared training and education programs between SBA staff and DVR staff.

Department of Commerce and local economic development groups — Offers resources for funding and business development for DVR consumers.

Service Corps of Retired Executives (SCORE) - Provides mentoring and consultation to DVR consumers who are developing business plans.

Lewis and Clark Development Corporation - Process revolving loan fund applications for DVR consumers pursuing self-employment.

Developmental Disabilities Council — Periodically provides monies for the revolving loan fund. They also provided an overview of transition data in ND as it relates to ND DVR and employment outcomes.

North Dakota Association for the Disabled (NDAD) — Occasionally provides monies to DVR consumers for non-employment related expenses.

North Dakota Chamber of Commerce - Cooperative training and information exchange. Regional DVR staff are also members of their local chambers and participate on various chamber committees. This enables DVR to develop relationships with the business community.

Rocky Mountain ADA Center - Provides technical assistance, resources, education and training on disability issues including the ADA.

Center of Technology and Business — Provides technical assistance to DVR consumers in developing Business and Marketing plans.

North Dakota Center for People with Disabilities (NDCPD) at Minot State University — NDCPD also administers the Medicaid Infrastructure Grant (MIG) in North Dakota. DVR staff also serve as members of various MIG committees.

2. State programs carried out under section 4 of the Assistive Technology Act of 1998;

ND Assistive — Assistive is North Dakota’s Tech Act Program. Assistive serves as North Dakota’s federally funded assistive technology project through a sub-contract with the North Dakota’s Department of Human Services’ Division of Vocational Rehabilitation. Assistive offers free services to North Dakotans with disabilities to help them bridge the gap between ability and disability using assistive technology (AT).

Assistive is a statewide program designed to increase access to, and acquisition of, assistive technology. The DVR Director is a voting member on their advisory council and participates in a collaborative partnership with Assistive and others on an AT Re-use Program established in 2010.

3. Programs carried out by the Under Secretary for Rural Development of the United States Department of Agriculture;

North Dakota DVR works cooperatively with Rural Business Development Programs, and other programs to deliver specialized programs and services to assist in enhancing the workforce of North Dakota. The strength of North Dakota's economy is the farmers and ranchers who lead the nation in the production of crops. This high level of production creates economic development and opportunities for expanded employment in rural communities across North Dakota. The division assigns liaison staff working in rural communities as liaisons to the USDA activities that serve to benefit individuals with disabilities. The Division also maintains a permanent seat on the North Dakota Workforce Leadership Counsel. DVR's role is to advocate and provide technical assistance that enhances opportunities for employment in rural North Dakota. North Dakota VR has a cooperative agreement with the North Dakota Department of Agriculture's, North Dakota Mediation Service to determine the financial viability of farmers and ranchers with disabilities applying for and receiving VR services. Both agencies collaborate to support the farmer and rancher to determine the financial viability of their agricultural business. With a determination that the farm or ranch business is financially viable, VR will provide disability related solutions to the farmer or ranchers continued employment while the staff from Mediation Service provides assistance with any continued credit and financial matters.

4. Noneducational agencies serving out-of-school youth; and

For eligible youth, DVR collaborates with the following agencies to provide comprehensive services to assist the youth with achieving competitive integrated employment:

- Police Youth Bureau — Is intended to divert youth from the juvenile justice system, prevent delinquency and intervene in crisis situations.
- Division of Juvenile Services — The administrative agency directed to take custody of delinquent and at risk youth.
- ND Youth Correctional Center — This is the state youth correctional center that provides therapeutic treatment to juvenile offenders.
- Behavioral Health Division — Provides leadership for the planning, development, and oversight of a system of care for children, adults, and families with severe emotional disorders, mental illness, and/or substance abuse issues.
- Independent Living Centers — Eliminate barriers and provide assistance to individuals with disabilities so they can live and work more independently in their homes and communities.

- Social Services — Provide Food Stamps, Temporary Assistance for Needy Families (TANF), Medicaid, children's health services, child care assistance, home and community-based services and supports disabled individuals, personal care assistance, child welfare (foster care, child protection services, and related services), and referrals to other local resources and programs.
- Children's Special Health Services — Provides services to children with special health care needs and their families and promote family centered, community based, coordinated services and systems of health care.
- School for the Blind — Offers services to ND residents who are blind or have a visual impairment
- School for the Deaf - Offers services to ND residents who are deaf or have a hearing impairment
- Pathfinder — Statewide, Federally Funded (Office of Special Education Programs) Parent Training and Information Center. The purpose is to support parents and assist students with increasing independent living, self-determination and self-advocacy skills.
- Family Voices — Is a national, nonprofit, family-led organization which aims to achieve family-centered care for all children and youth through age 26 with special health care needs and/or disabilities.
- ND State Council on Developmental Disabilities — One of the council's goals is to support community based integrated competitive employment for people with developmental disabilities.
- Anne Carlsen Center — Offers community based care for those of all ages with autism and a wide variety of other intellectual and developmental disabilities through assistance learning social skills and vocational skills training.
- Federation of Families — Provides leadership in the field of children's mental health; address the unique needs of children and youth, to ensure rights, support access to community-based services and to provide information and engage in advocacy.
- Brain Injury Network — The ND Brain Injury Network helps people with brain injury, their families, and providers find answers to questions, receive ongoing support, and gain access to services.
- ASPIRE — The North Dakota Vocational Rehabilitation offices are participating in a regional consortium with five other states in a grant initiative called the Promise Grant. Utah Vocational Rehabilitation has taken the lead role in this consortium with the other states, South Dakota, Montana, Colorado, South Dakota and Arizona. The Aspire project is a 5 year initiative which is conducting a study of 100 youth with disabilities in North Dakota receiving Social Security Insurance between the ages of 13 and 16. Services include pre-employment transition and transition services.
- Youth Works — A private, nonprofit agency whose focus is in working teens, parents and young adults. They have programs for runaway, homeless and street youth; juvenile offenders; youth failing in school; youth suspended or expelled from school; young

parents and pregnant moms (under 22); youth arrested and unable to immediately return home; youth needing emergency care; youth needing peer support or cross-age mentoring; and youth with anger issues. They provide family counseling and activity programs.

5. State use contracting programs.

DVR does not have any.

d. Coordination with Education Officials

Describe:

1. DSU's plans

The designated State unit's plans, policies, and procedures for coordination with education officials to facilitate the transition of students with disabilities from school to the receipt of VR services, including pre-employment transition services, as well as procedures for the timely development and approval of individualized plans for employment for the students.

The North Dakota Department of Public Instruction (DPI) is responsible to provide a free and appropriate public education. The mission of DPI's Special Education Division is to be a recognized and respected leader in providing a system of supports to schools to ensure that students with disabilities have the opportunity to achieve their maximum potential and become life-long learners. The North Dakota Division of Vocational Rehabilitation is the agency responsible to provide vocational rehabilitation service to students with disabilities. DPI provides guidance and direction to local school districts in the administration of Section 504 of the Rehabilitation Act to provide accommodations for students with disabilities that are not served by the special education program. If DVR closes categories under Order Of Selection, Pre-ETS will continue to be provided to students with disabilities who have begun receiving these services prior to the determination of eligibility and assignment to a closed priority category. If a student is determined eligible and assigned to a closed priority category prior to receiving Pre-ETS, they will not be able to receive Pre-ETS until such time they are taken off of the waitlist.

North Dakota DVR has defined a student with a disability as an individual with a disability in a secondary, post-secondary, or other recognized education program, who is between the ages of 14-21, is eligible for, and receiving, special education or related services under Part B of the Individuals with Disabilities Education Act (IDEA), is an individual with a disability under Section 504 of the Rehabilitation Act, or students with disabilities including but not limited to: physical, sensory, intellectual, mental health, and communication. A youth with a disability is any individual with a disability who is between the ages of 14-24, regardless of education status.

The Governor of the State of North Dakota has designated the VR offices be located in each of the eight regions. Each region serves a designated multi-county area, to provide vocational rehabilitation services. Each VR regional office has staff assigned to designated counties and local school districts to partner with the school in providing transition services. Every supervisor and rehabilitation counselor has responsibility to

liaison with the local school districts, cultivate relationships, and provide education and information to partners. VR maintains specific staff to function as liaisons with each school in the state. VR staff develop and coordinate a set schedule (day of the week or month) with school personnel for appointments and meeting with VR eligible or potentially eligible students at the school.

The Department of Career & Technical Education works to provide all North Dakota citizens with the technical skills, knowledge, and aptitudes necessary for successful performance in a globally competitive workplace. It is the responsibility of Career and Technical Education, to the extent possible, to provide access to career and technical programs for high school and post-secondary students with disabilities across the state, as well as provide career awareness, work readiness skills, occupational preparation and training of workers throughout the state. VR provides guidance to local school districts in making accommodations to their curriculum and training process to engage students with disabilities in programs such as welding and in demand occupations in the health care industry.

VR has policies and procedures that support coordination with public education to facilitate transition of students with disabilities. VR policies and procedures are reviewed and agreed upon by DPI. VR practice includes development of student IPE's within 90 days from the date of the determination of eligibility. This coordination includes identification and solicitation of referrals to VR from the local school districts Section 504 Coordinators. Potentially eligible students in need of pre-employment transition services may receive these services as young as age fourteen.

Coordination

Joint Responsibility of VR and DPI:

- Coordination of services for students with disabilities;
- Development of the process to document the completion of the required activities under Section 511 for youth who are 24 or younger and seeking subminimum wage, including:
 - o Services provided by VR
 - o Pre-ETS
 - o Career Counseling
 - o Information and Referral Transition services provided by the LEA under IDEA
- Design and deliver cross-training sessions to the staff of both parties regarding competitive integrated employment as the preferred vocational outcome for students and youth with disabilities;
- Promote and disseminate information that gives individuals and families resources to envision a future that includes competitive integrated employment;
- VR and DPI will meet regularly with one another and Representatives of LEAs at the North Dakota Secondary Transition Community of Practice to address systems, policy,

practice, and funding issues that facilitate or negatively impact the transition of youth with disabilities from school to work or post-secondary education; and

- DPI and VR will align policy and practice at the state level and as much as possible, at the local level, in order to facilitate the seamless transition of youth with disabilities from school to work or post-secondary education, minimize redundant services, and maximize resources in both systems.

VR Responsibility:

- Services include the provision of Pre-ETS for students who are eligible or potentially eligible for VR services; and
- Assist in the achievement of employment goals for individuals who have applied and been found eligible for VR services.

DPI Responsibility:

- Request consultation and technical assistance from VR when needed for planning and implementation of transition services;
- Provide all existing educational, medical, psychological, and career assessments through a release of information as necessary for a determination of eligibility by the VR agency;
- Provide special education and related services as developed and documented for students with disabilities in an IEP;
- Provide VR with documentation of completion of transition services or Pre-ETS for students with disabilities;
- Provide representation on the VR State Rehabilitation Council and relevant committee participation; and
- Encourage LEA to identify points of contact for field staff from VR.

2. Information on the formal interagency agreement with the State educational agency with respect to:

A. consultation and technical assistance to assist educational agencies in planning for the transition of students with disabilities from school to post-school activities, including VR services;

To comply with WIOA, VR amended the Memorandum of Understanding (MOU) for Transition Services and Pre-ETS effective May 10, 2017. The MOU addresses many areas including: consultation and technical assistance; coordination of services, transition and Pre-ETS planning, roles and responsibilities including financial responsibilities of the agencies, and outreach.

The agreement identifies each agency's role and responsibility in consultation and technical assistance in the planning for the transition of students with disabilities from school to post-school activities that include vocational rehabilitation service.

The following is language directly from our MOU regarding consultation and technical assistance:

Consultation and Technical Assistance

Joint Responsibility:

- Provide consultation and technical assistance to local VR and LEA either in person or through alternative means, such as conference calls and video conferences;
- Utilize a common message when sharing information to local VR offices and LEA;
- Encourage LEA and VR staff to collaborate through their local Transition Community of Practice in planning and implementing efforts that are focused on the transition of students with disabilities;
- Identify and disseminate information about transition services, employment services, effective practices, training, and funding strategies that create positive employment outcomes to agency staff, partners, families, individuals, and public and private stakeholders;
- DPI and VR are to inform each other and the LEA and VR staff about policies or procedural changes that may impact transition services; and
- Provide technical assistance to identify potentially eligible and VR eligible students.

ND was selected to receive the National Technical Assistance Center on Transition (NTACT) grant which began in August, 2015 and will continue through December, 2019. Partners involved in the grant include DPI, local school districts, Special Education directors, students with disabilities, VR state and local staff, job coaches, Behavioral Health Division, parents, parent advocates and employers. ND has chosen to focus activities in the grant on students with behavioral, social/emotional, social communication and mental health needs.

We are anticipating the following general outcomes as a result of this intensive TA:

- Improved capacity to provide educators and VR service providers with knowledge of, and skills to deliver, evidence-based and promising practices (EBPPs);
- Improved participation of students with disabilities in academically rigorous and career relevant curricula that prepare them for postsecondary education and employment;
- Improved collaboration between SEA and VR agencies to enhance services for students with disabilities.
- Improved capacity to analyze and use relevant data to identify systemic concerns and guide and evaluate the effectiveness of EBPPs.
- Increased knowledge and implementation of EBPPs to reduce dropout rates and improve graduation rates for students with disabilities.

B. transition planning by personnel of the designated State agency and educational agency that facilitates the development and implementation of their individualized education programs;

Local VR and education staff identify a consistent system for referrals to VR. Typically students should be referred two years before exiting school. Referrals are a collaborative effort between education and VR, and are not be limited to just those students in special education. Earlier referrals for students with more profound disabilities may be considered.

Students with disabilities may access Pre-ETS prior to submitting an application to VR and prior to VR eligibility determination. This type of service may begin when a student requests it, or if the student has been recommended to receive one or more Pre-ETS, and has shown documentation of a disability. The student may choose to apply to VR in order to determine if he or she is eligible for a more comprehensive scope of vocational rehabilitation services.

VR initiates outreach to PE students to identify those who are in need of transition services and/or Pre-ETS. Eligibility for VR services typically is determined two years prior to the students exit from secondary education. Eligibility may be determined prior to this typical timeline based on the need and expressed interest of the student. School districts shall be provided with contact information for the local VR office.

VR informs education staff, students, youth, and, as appropriate, families and authorized representatives regarding:

1. A description of the purpose of the vocational rehabilitation program;
2. Information regarding VR eligibility requirements;
3. Information regarding application procedures; and
4. Information about the scope of services that may be available to students and youth with disabilities.

IDEA mandates that local education agencies invite adult agency representatives, such as VR counselors, to mandated student-related meetings. These meetings are held for special education students at least annually. When VR staff is invited by a school district to attend a student meeting such as an Individualized Education Plan (IEP) meeting, the VR staff considers how his or her involvement could be beneficial with regard to consultation, technical assistance, referral to VR, and the planning and coordination of service provision.

There may be times when a VR staff is not able to attend scheduled student-related meetings. Options for involvement beyond the physical presence of VR staff at the meeting could include the sharing of informational sheets and brochures, telephone conferencing, or other creative mechanisms developed at the local level.

In addition to student-related meetings, other opportunities to interact with educators, students, and families exist for VR participation. These may include parent nights, education staff meetings, school based agency events, career fairs, and others. Attendance at these events fosters and advances collaboration with education. Many regions within North Dakota have a local Community of Practice. It is expected that one or more VR staff participate on these local teams and one representative from each of the local teams (not necessarily VR staff) reports back to the State Community of Practice.

Typically, students will need a Transition Assessment Individualized Plan for Employment (TAP) as they participate in career exploration and other assessments needed to assist them in identifying their long term goal. If the student has an employment goal that is agreed upon by the VR counselor, the regular IPE may be developed. Either type of IPE needs to be developed within 90 days from eligibility determination, but the regular IPE must be developed prior to the student exiting school.

VR staff, in cooperation with education staff, shall participate in the planning process that is designed to facilitate the development and completion of the IEP. The VR counselor shall review and consider a student's IEP during the development of their VR IPE. Services reflected on the IEP may or may not need to be included in their VR IPE depending upon the employment goal and individual situation of each student, but can serve as a vital starting point when providing Pre-ETS or transition services.

Once either type of IPE is developed and approved, there will be two active plans for the client, the IPE and the IEP, each reflecting coordinated goals and a range of services for a period of time. Collaborating with education staff to align the two plans can contribute in a positive manner for the student to gain basic workplace skills, knowledge of specific occupational skills, and an understanding.

Joint Responsibility of VR and DPI:

- Facilitate and coordinate the smooth transition of students with disabilities from school to post-school activities, including the receipt of Pre-ETS, transition services, and other VR services;
- Provide training to LEA and VR counselors to assure transition and pre-employment services training will include activities such as the development and implementation of their IEP under Section 614(d) of the IDEA, coordination on Pre-Employment Services under Section 113, Accommodations under Section 504, and those related to Limitations on Sub-Minimum Wages under Section 511 of the Rehab Act of 1973, as amended;
- Share current research findings and exchange professional literature on an ongoing basis;
- Collaborate on the provision of ongoing joint staff training and cross training of staff to ensure operational activities continue to meet the needs of the parties involved. Part of this training will include a two day transition training/conference every other year, and will be coordinated by the statewide Transition Community of Practice;
- Encourage volunteer employment opportunities and place emphasis on competitive employment opportunities;
- Facilitate the local level engagement of potential employers to provide job shadows, work experience, etc. for students with disabilities;
- Provide training to local level LEA and VR to assure that the Individualized Plan for Employment (IPE) that VR develops for a student with a disability who is receiving special education services should be coordinated with the IEP the LEA develops in terms of the goals, objectives, and services identified;

- Provide training and oversight to assure Transition Plans demonstrate a coordinated set of activities that prevent a break in services for students as they transition; and
- Provide information that will inform students and their parents of the availability of the Client Assistance Program, a dispute resolutions program available to VR clients and participants in rehabilitation programs receiving federal funding.

VR Responsibility:

- VR Regional Administrators are responsible to ensure VR staff are available to serve students attending the LEA;
- Determine eligibility for VR service and provide rehabilitation services to school-aged students with disabilities when referred by the LEA;
- The IPE should be developed for students who are two years from exiting school, allowing for a smooth transition planning process, at the latest, just before exiting school; and
- Because the definition of a “student” with a disability for the VR program includes an individual with a disability for purposes of Section 504 of the Rehabilitation Act, it is broader than the definition under IDEA. VR agencies are authorized to provide transition services to this broader population of students with disabilities than LEA are authorized to provide under IDEA. Since the VR program may serve students with disabilities, including those individuals with a disability for purposes of Section 504 of the Rehabilitation Act, it is possible that these students may not have an IEP under IDEA, and therefore would not be eligible for or receiving special education or related services under IDEA.

DPI Responsibility:

- DPI will provide training and oversight to the LEAs to assure the following transition requirements of IDEA are followed:
 - o DPI will encourage inviting VR to IEP meetings and other team meetings so VR can provide information, technical assistance, case consultation, and information/referral as needed for eligible or potentially eligible students;
 - o Provide IEP team-determined transition services;

Transition services means a coordinated set of activities for a student with a disability that -

1. Is designed to be within a results-oriented process, that is focused on improving the academic and functional achievement of the child with a disability to facilitate the child’s movement from school to post-school activities, including post-secondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation;
2. Is based on the individual child’s needs, taking into account the child’s strengths, preferences, and interests; and includes:

- a. Community experiences;
- b. Development of employment and other post-school adult living objectives;
- c. Acquisition of daily living skills and provision of a functional vocational evaluation

DVR and the Department of Public Instruction (DPI) are involved with a Community of Practice (CoP) for Transition. The mission of the group is to work towards building, supporting, and sustaining community partnerships and systems that promote and improve the scope, opportunity and quality of transition for youth with disabilities to adequately prepare for life and career beyond high school.

North Dakota's CoP focuses on working across groups and localities to share information, address issues, learn together, find shared goals, define shared work, and improve practice. Representatives from DVR and DPI attend the National Capacity Building Institute, bringing back transition information from other states, which is then presented as a team at the state level with state level partners going back to their local regions and sharing the information.

North Dakota's CoP has representation from most regions and continues to be very active, holding quarterly meetings. Four subcommittees address specific areas of need: Youth Leadership, Healthy Transitions, Guardianship and Parent Involvement. A DVR Administrator serves as the chair on the employment subcommittee. A couple of projects these committees are currently working on are listed below:

The subcommittee on Youth Leadership provides an annual leadership conference for youth with disabilities and their families. DVR representatives are working with the students at the conference on various businesses/careers that may be experiencing growth, interviewing skills, soft skills, etc.

The subcommittee on Parent Involvement has created an informational brochure for parents regarding how to plan for their child's IEP.

The subcommittee on Healthy Transitions has created a booklet for students to help navigate the health care system and be aware of their health care needs.

The subcommittee on Guardianship is working on identifying guardianship needs in ND.

Since the actual service delivery takes place in the eight regions of the state, most regions have developed a regional transition Community of Practice committee. Each regional committee is to develop committee goals which are in various phases of implementation. The committees use a specific document for their planning process entitled: "Essential Tools, Interagency Transition Team Development and Facilitation" published by the National Center on Secondary Education and Training and the Office of Special Education Programs (OSEP.) The use of this document is helping to better coordinate efforts. The state director for DPI's Special Education and the State Transition Coordinator for DVR provide technical assistance on how to continually improve their regional CoP.

C. roles and responsibilities, including financial responsibilities, of each agency, including provisions for determining State lead agencies and qualified personnel responsible for transition services;

The following is language directly from our MOU regarding financial responsibility:

Financial Responsibility

Joint Responsibility of VR and DPI:

- Parties to this MOU commit to the implementation of complementary programs to assist with the provision of transition and Pre-ETS to students with disabilities in the State, including students with the most significant disabilities, to enable them to achieve an employment outcome in competitive integrated employment;
- DPI and VR are financially responsible for the services they provide under their own laws and rules; and
- DPI and LEA are financially responsible for the cost of services it is mandated to provide under IDEA, Part B.

VR Responsibility:

- Provide outreach to all students with disabilities to make available Pre-ETS:
 - o Job exploration counseling;
 - o Work-based learning experiences, which may include in-school or after-school opportunities, experiences outside of the traditional school setting, and/or internships;
 - o Counseling on opportunities for enrollment in comprehensive transition or post-secondary educational programs;
 - o Workplace readiness training to develop social skills and independent living;
 - o Instruction in self-advocacy.

DPI Responsibility:

- Nothing under Title I of the Rehabilitation Act shall be construed as reducing a LEA's obligation under the IDEA to provide or pay for transition services that are also considered special education or related services and that are necessary for ensuring a Free Appropriate Public Education (FAPE) to children with disabilities.

Schools are responsible to provide the necessary services the student needs, in each domain of the IEP They are academics, communicative status, adaptive characteristics, ecological factors, jobs and job training, recreation and leisure, home/independent living, community participation, Post-Secondary Training and Learning Opportunities and related services while in school. VR's primary responsibility to the schools had been technical assistance and consultation only, and we have typically not paid for any services until close to the end of the senior year. VR has now begun to provide pre-employment transition services in addition to TA and consultation, to students ages 14 to 21. VR has many Pre-Employment Transition Purchase of Service agreements across the

state to expand on the pre-employment services formerly provided solely by the local schools and DPI is kept up to date on those activities.

- There may be times when either the school or VR could provide a service. In those cases the team should consider the following factors to make a decision:
- The VR counselor may consult with the VR RA or VR state office to determine which entity should provide the service
- Does the school or VR have the capacity to provide the service (rural schools tend to have fewer resources?)
- Could the school provide a portion of the service and VR another portion? For example if a student needs workplace readiness training and work experience, and the school is only able to provide workplace readiness training, perhaps the school does the readiness training and VR provides the work experience.
- Has the IEP team or student's team, discussed what is in the best interest of the student in terms of providing services?
- What is the most efficient way to serve the student?
- Can the student be served through a Pre-ETS contract (a collaboration VR has with schools) whether the student is an open VR case or potentially eligible.
- Comparable benefits (are there other agencies that can provide the service)

VR serves everyone on an individual (case by case) basis. There is no “standard” for who provides what. The team makes the decision based on the needs of the client. Our guiding principles tell us that “collaborative partnerships and good communication are essential to success.

With WIOA, the Division of Vocational Rehabilitation has committed approximately \$1.5 million (at least 15% of the federal grant) per year statewide to fund pre-employment transition services. Required activities include job exploration counseling, work based learning experiences, training on self-advocacy, counseling on post-secondary opportunities, and work place readiness training. In addition to services purchased based on approved IPEs for students, DVR staff are providing services which includes tracking time spent for travel to rural areas. Under IDEA, the local school districts are required to provide transition services, however DVR has entered into purchase of service agreements with local school districts and private providers to enhance or expand services.

- DPI and DVR teamed with Centers for Independent Living and private providers to host a Transition Conference. The event brought transition stakeholders together to collaborate and learn about best practices for transition students. Due to the success of this event, the intent is to offer it every other year.
- Teachers and DVR counselors are collaborating to provide students with a foundation with activities such as career exploration, self-advocacy, interest testing, and work place readiness training using a common curriculum.

- DVR is partnering with schools and community rehabilitation providers to offer competitive, integrated work experience.
- DVR and DPI continue to collaborate at a local level with colleges, work force offices, community rehabilitation providers, independent living centers, and employers to provide transition fairs. These fairs provide transition students with hands on opportunities to explore and experience various careers.
- DVR and North Dakota Vision Services/School for the Blind have sponsored a weekend retreat with the purpose of providing intensive pre-employment career services to youth with visual impairments. Due to the success of this retreat, plans are to continue sponsoring this event.

D. procedures for outreach to and identification of students with disabilities who need transition services.

The Division of Vocational Rehabilitation is working with the Department of Public Instruction and local school districts to identify students with disabilities on an IEP. Transitioning students who are identified through the education unit's Section 504 coordinator are also referred to the Division of Vocational Rehabilitation, and contacts are made with the guidance counselors to assure students with special needs are aware of services through DVR. Referrals are also received from independent living centers, human service centers, and community rehabilitation providers working with transition age students.

DVR makes contact with potentially eligible students as early as age 14, thus when students do become VR eligible, relationships and trust have already been established. We also provide consultation and guidance which will help the potentially eligible students and their team with designing a roadmap for what should happen prior to VR eligibility so all team members are collaborating early on, and facilitating a smooth transition.

DVR counselors outreach to schools on a regular basis. At the start of every school year counselors make contact with each of their respective schools to see who may benefit from VR services. That contact may be with special education teachers, school counselors, school social workers, through presentations to groups of students, individual students, parents etc. Many of our regions have “transition fairs” where outreach to students and parents happen. We also have “teen night out” where vendors and service providers are brought together so students and parents can visit with partners in the transition process. The state DPI and state VR not only highly support and promote these activities but also provide fiscal support.

The following is language directly from our MOU regarding outreach:

Outreach

Joint Responsibility of VR and DPI:

- VR and DPI will develop procedures for identification of and outreach to students with disabilities who are in need of transition services, such as information sharing at:

- o IPE meetings
- o Transition planning meetings
- o Back-to-School Nights
- o Transition and Career Fairs
- o Presentations
- o Orientations

VR Responsibility:

- Inform applicants and eligible students with disabilities who are making the transition from programs under the responsibility of an educational agency to programs under the responsibility of VR, through appropriate modes of communication, about the availability of and opportunities to exercise informed choice; including the availability of support services for individuals with cognitive or other disabilities who require assistance in
- Promote outreach to and identification of students with disabilities who are in need of transition services as early as possible during the transition planning process. Outreach to these students will include, at a minimum, a description of the purpose of the vocational rehabilitation program, eligibility requirement, application procedures, and scope of services that may be provided to eligible individuals. Outreach activities can include the use of brochures, social media, attendance at back-to-school nights, transition events, etc.
- Provide training to all VR counselors and qualified staff on their role in providing outreach activities to students with disabilities to include those served in special education, served under Section 504, and those served in general education; and
- Outreach activities are not exclusive to students with disabilities in special education, but should include those students with disabilities for purposes of Section 504 of the Rehabilitation Act; students with disabilities receiving school psychological, health, nursing or social work services; and students with disabilities enrolled in an educational program and not in special education. VR agencies may also outreach to youth with disabilities who have dropped out of an education program or students who are at risk of dropping out of high school.

DPI Responsibility:

- Work with VR to identify students with disabilities for referral to VR; and
- Work with VR to identify referrals and encourage an application for vocational rehabilitation services at least two years before students exit secondary education

Additional Collaborative Efforts:

The Department of Public Instruction (DPI), Protection and Advocacy (P&A), North Dakota Center for Persons with Disabilities (NDCPD), the State Council on Developmental Disabilities (SCDD), and DVR partnered as a consortium to create the Launch My Life portal. It is a resource where youth, parents, counselors, teachers, and

others can explore information about transition. The website will continue to be updated by the consortium. It may be accessed at: www.launchmylifend.com

DVR is part of the advisory committee and provides some financial assistance for the Adult Student Transition Education Program (A-STEP). The program offers students with intellectual disabilities the opportunity to attend college.

DVR has a representative on the ND IDEA State Advisory Committee (IDEA SAC) on the Education of Children with Disabilities. DVR represents the vocational organization concerned with the provision of transition services to children with disabilities. The IDEA SAC: advises the state education agency (SEA) of the unmet needs within the state in the education of children with disabilities; comments publicly on any rules or regulations proposed by the State regarding the education of children with disabilities; advises the SEA in developing evaluations and reporting on data; advises the SEA in developing corrective action plans to address findings identified in federal monitoring reports; advised the SEA in developing and implementing policies relating to the coordination of services for children with disabilities; consulted with the SEA regarding the provisions of Free and Appropriate Public Education (FAPE); provided advice to the SEA in determining the risk ratio threshold above which disproportionality is significant.

DVR coordinated with the Behavioral Health Division to develop the administrative code and policies for the Transition to Independence Program (TIPS). A Strategic Plan was then completed and used to give direction to the project. DVR serves on the TIPS Advisory Committee.

In 2017, ND became involved with the National Deaf Center on Postsecondary Outcomes. VR staff along with educators attended the national conference. The partners have also joined the state and local Communities of Practice so we have a smooth transition for students who are deaf.

VR and North Dakota Vision Services/School for the Blind (NDVS/SB) collaborate to provide comprehensive services to transition students with visual impairment/blindness. VR sends a counselor and vision rehabilitation specialist to NDVS/SB during teen week to educate on vocational rehabilitation services and assist as needed. NDVS/SB hosts teen week four times per year.

e. Cooperative Agreements with Private Nonprofit Organizations

(Formerly known as Attachment 4.8(b)(3)). Describe the manner in which the designated State agency establishes cooperative agreements with private non-profit VR service providers.

The utilization of community rehabilitation programs varies considerably throughout the state in that needs and resources are unique to each region. The regional offices at the local level work closely with their local providers to identify needs and to determine, with the provider, whether or not they are able to meet that need. DVR meets with the providers every six months to address any needs or concerns. In addition, the triennial assessment of rehabilitation needs completed in FFY 2018 included survey questions specific to community rehabilitation programs, their ability to meet individual's

employment related needs and barriers encountered in meeting needs. Survey results are discussed in Attachment (j).

The Division of Vocational Rehabilitation also continues to utilize information gathered from public hearings as well as input received from the providers themselves and organizations such as the North Dakota Association of Community Providers and the North Dakota Statewide Independent Living Council to work more closely together. The agency will continue to make every effort to improve services to individuals when a problem is identified in a particular region.

To insure ongoing dialogue, the North Dakota Association of Community Providers and the North Dakota Statewide Independent Living Council are represented on the State Rehabilitation Council where issues are discussed whenever appropriate.

As a member of the North Dakota Workforce Development Council, DVR continues to be an active partner as opportunities arise.

The Division of Vocational Rehabilitation continues to survey providers for input regarding their training needs. Current training available to Community Rehabilitation Providers (CRPs) includes: video conference training on various topics, DVR 101, and online employment modules through the North Dakota Center for Persons with Disabilities/Minot State University.

DVR continues to be involved in quarterly statewide TBI advisory and systems committees.

Outcome based job placement rates and guidelines were implemented October 1, 2012. Two work groups were established from the semi-annual provider meeting to review and update SEP guidelines and job development and placement services. A standardized fee for service was implemented with an annual 3% inflationary increase. During the 2017-2019, legislative session lawmakers requested department budgets be reduced by 10%. The annual 3% inflationary increase did not occur. In 2017, the Supported employment guidelines and rates were updated. The updated included a provision for Extended Services for Youth.

In addition, the fee structure for supported employment was adjusted to allow for additional upfront training dollars for individuals once they became employed. In addition, standards will be established for facilities and providers of services used by the agency. Rehabilitation facilities must be certified either by CARF, The Council (The Council of Quality and Leadership for People with Disabilities or CQL) or have an approved plan in place for acquiring accreditation. Medical service providers must be approved by the State Licensing Board through its agreement with the Department of Human Services. All educational and vocational technical programs must be recognized by the State Board of Higher Education.

In 2011, the department established CRP agreements. The department has, as part of the provider agreements, language that addresses accessibility of facilities, affirmative action plans, special communication needs, and fraud, waste, and abuse. Within the agreements, the providers identify the scope of service they will provide to clients. The current CRP agreements run from October 2017 through September 2019.

f. Arrangements and Cooperative Agreements for the Provision of Supported Employment Services

(Formerly known as Attachment 4.8(b)(4)). Describe the designated State agency's efforts to identify and make arrangements, including entering into cooperative agreements, with other State agencies and other appropriate entities in order to provide supported employment services and extended employment services, as applicable, to individuals with the most significant disabilities, including youth with the most significant disabilities.

The Division of Vocational Rehabilitation is purchasing services from one for profit and 18 nonprofit community rehab agencies, for the provision of supported employment services and extended services. Outcome based SEP rates and guidelines were implemented October 1, 2012. Two work groups were established from the semi-annual provider meeting to review and update SEP guidelines. A standardized fee for service was implemented with an annual 3% inflationary increase. During the 2017-2019, legislative session lawmakers requested department budgets be reduced by 10%. The annual 3% inflationary increase did not occur. In 2017, the Supported employment guidelines and rates were updated. The updated included a provision for Extended Services for Youth. In addition, the fee structure for supported employment was adjusted to allow for additional upfront training dollars for individuals once they became employed.

All units that purchase extended services fall under the administrative control of the North Dakota Department of Human Services and have developed a Memorandum of Understanding which includes Medicaid and the Developmental Disabilities Division. In addition, the Behavioral Health Division manages a contract with Rocky Mountain Rehab for the provision of Extended Services for individuals with a serious mental illness, those with a traumatic brain injury, and others with diagnosis that are not able to access Medicaid services for Extended Services. A workgroup that includes; Vocational Rehabilitation, the North Dakota Brain Injury Network, Aging Services, Medicaid, County Social Services and a Community Rehab Provider are currently working to improve the process for individual's with a traumatic brain injury to access Extended Services through the Medicaid Waiver for Home and Community Based Services (Elderly & Disabled).

In cooperation with the Behavioral Health Division, DVR participated in a supported employment pilot project in three of the regional offices. The project uses an evidence-based supported employment model for consumers with the dual diagnosis of mental illness and substance abuse. The project began March 2009. The DVR state office program administrator responsible for supported employment is involved with the project. Regional VR staffs are involved with the fidelity review teams.

In the fall of 2015, North Dakota Division of Vocational Rehabilitation (NDDVR) began a three year pilot project. The goal of the project was to build the capacity to deliver customized employment services for individuals with intellectual and developmental disabilities that lead to integrated and competitive employment opportunities for those currently receiving day support and segregated employment services. NDDVR contracted

with the North Dakota Center for Persons with Disabilities (NDCPD) to coordinate and provide training and technical assistance and project management for customized employment training for four Community Rehabilitation Providers (CRPs).

g. Coordination with Employers

(Formerly known as Attachment 4.8(b)(5)). Describe how the designated State unit will work with employers to identify competitive integrated employment and career exploration opportunities in order to facilitate the provision of:

1. VR services; and

The North Dakota Division of Vocational Rehabilitation (DVR) is committed to building strong, long-term relationships with business. The agency has a dual customer approach with business being a key consumer of VR service. Services provide to business include consultation, technical assistance and information that serves to build awareness of business to an available source of qualified employees. Long term engagement with business will result in incorporating the workforce needs of business when assisting consumers of DVR to develop goals that are consistent with in-demand occupations.

DVR has developed a team of Business Service Specialists (BSSs) within the state. This team was developed through re-classification and assignment of VR Counseling staff. Full time BSSs are employed in the division's larger offices which include Fargo, Minot, Grand Forks and Bismarck. Each covers one quadrant of the state ensuring a statewide program. Staff from the Institute for Community Inclusion's Job Driven VR Technical Assistance Center provided support to the division in development of goals and strategies to capitalize on the resource of business service staff to assist the agency in developing goals, strategies and objectives.

Goal 1: Increase business engagement and assist businesses retain or hire employees that have incurred an injury, illness or health impairment.

Objective: Increase the number of contacts between business and staff from the VR agency.

Strategies:

1. Develop Best Practice Guidelines that will be used to train staff to increase staff skill in assessing business needs.
2. Develop standards for the number and extent of presentations and outreach to business by staff to include Business Specialist and Rehabilitation Counselors.
3. Participate as a member organization in business-led organizations, such as Chambers of Commerce, Rotary etc.
4. Attend the Workforce Development Board meetings and disseminate information to the statewide VR staff on the business needs as expressed during board meetings.
5. Participate in the Council of State Administrators of Vocational Rehabilitation's National Employment Team (NET) and the NET-Southeast regional team to share referrals and best practices.

Goal 2: Become a top resource for employers in need of qualified employees.

Objective: Increase the use of Labor Market Information to align consumer goals with workforce needs.

Strategies:

1. Train consumers to access state specific labor market information to assist with making decisions related to their vocational goals.
2. Train VR staff to use labor market information in all interactions with consumers to reinforce the need for training for jobs that are in demand in the local labor market.
3. Collaborate and coordinate with State Workforce Partners regarding workforce needs which may include activities such as visiting with new employers and touring businesses.
4. Provide training to community rehabilitation providers regarding local labor market trends that reflect local and statewide workforce needs.
5. Utilize job shadows and informational interviews to assist clients with understanding of the various positions available in their communities.

In addition, VR staff, teachers and CRPs are working with employers to place transition students in work experiences which will lead to competitive integrated employment.

2. transition services, including pre-employment transition services, for students and youth with disabilities.

In addition, VR staff, teachers, and CRPs are working with employers to place transition students in work experiences which will lead to competitive integrated employment. During the student's school year, the VR staff, CRP's, and teachers collaborate to identify what summer work experience would be beneficial to the student. The team outreaches to potential employers in order to provide opportunities for placement. When an employer sees the success of a student in summer work experience, they often offer them permanent positions. Another result of the employer having that great experience with our team is their willingness to give other students an opportunity to do work experience during the school year. Our state provides year round work experience through our pre-employment transition service purchase of service contracts. The team, consisting of the contract staff, teachers and VR counselors, share their business contacts and outreach to potential employers in order to provide opportunities for placement.

h. Interagency Cooperation

Describe how the designated State unit will collaborate with the State agency responsible for administering each of the following programs to develop opportunities for competitive integrated employment, to the greatest extent practicable:

1. the State Medicaid plan under title XIX of the Social Security Act;

The Division of Vocational Rehabilitation is organized within State Government with the Department of Human Services (DHS) as the Designated State Agency. Medicaid, the Developmental Disabilities Division and the Behavioral Health Division are all part of

DHS. The placement of the VR program within DHS provides significant opportunities to develop informal and formal working relationships.

DVR has historically collaborated with the State Medicaid agency. Examples of historical and more recent collaborative efforts between DHS Medical Services and VR Division include:

- Working together to inform consumers with disabilities of Medicaid's Workers with Disabilities Coverage that allows individuals with disabilities in the work force to maintain their Medicaid coverage.
- Partnering with staff from Medicaid's Autism Unit to identify youth with disabilities that have the potential to benefit from the State Autism Waiver Service. Staff from the Autism Unit have provided technical assistance to VR staff that is related specifically to the effective service and supports to assist individuals with symptoms associated with Autism Spectrum Disorder.
- Data Sharing Memorandum of Understanding between Medicaid and VR related to the implementation of the Promoting the Readiness of Minors in Supplementary Social Security Income (PROMISE) grant. Included in the MOU is an agreement to share data across the programs and report this information on program participants to the Social Security Administration.
- Utilizing Medicaid to fund Extended Services for consumers who have successfully secured employment through the provision of VR Supported Employment Program.
- VR is an active stakeholder to the Medical Services Division's Money Follow the Person Program.

2. the State agency responsible for providing services for individuals with developmental disabilities; and

VR has an MOU and high level of collaboration with DHS DD Division in the delivery of Supported Employment to consumers who experience ID/DD. VR policies and procedures instruct counselors to open a case for ID/DD consumers who may require long-term services. The partnership between DVR and DD utilizes DVR funding to provide the initial training and job stabilization with DD using Medicaid Waiver funding to provide long term support.

3. the State agency responsible for providing mental health services.

VR has a high level of collaboration with DHS Behavioral Health Division in the delivery of employment services to consumers who experience behavioral health issues. VR provides employment services including SEP for individuals with mental illness with extended services provided through the Behavioral Health Divisions' funding. DVR is also involved as a team member for individuals involved in the Integrated Dual Disorder Treatment (IDDT) program which then allows for a smooth transition into VR SEP once those individuals have stabilized and are ready to pursue competitive integrated employment.

i. Comprehensive System of Personnel Development; Data System on Personnel and Personnel Development

(Formerly known as Attachment 4.10)). Describe the designated State agency's procedures and activities to establish and maintain a comprehensive system of personnel development designed to ensure an adequate supply of qualified State rehabilitation professional and paraprofessional personnel for the designated State unit, including the following:

1. Data System on Personnel and Personnel Development

A. Qualified Personnel Needs.

Describe the development and maintenance of a system for collecting and analyzing on an annual basis data on qualified personnel needs with respect to:

i. the number of personnel who are employed by the State agency in the provision of VR services in relation to the number of individuals served, broken down by personnel category;

DVR's system to collect personnel information provides annual data concerning the numbers and categories of personnel that are employed by the state agency as well as the projected retirements within five years. The numbers of personnel are then compared to the clients served to determine the projected number of staff needed, including the ratio of counselors to clients. Information on personnel development is described in Section 4 of this attachment.

There are currently 88 individuals employed by North Dakota Division of Vocational Rehabilitation. During FFY 2018, 2063 individuals were served by vocational rehabilitation. This results in an annual client to counselor ratio of 54.2 to 1. DVR attempts to hire counseling staff as necessary, based on projected caseload numbers. Current staffing is sufficient to provide vocational rehabilitation services. Hiring additional counseling staff will be dependent upon the need to maintain a reasonable counselor to client ratio and the availability of funding. DVR currently has 3 counselor vacancies. In addition, there are two additional vacancies (1 Supported Employment Coordinator and the Director of Vocational Rehabilitation).

Due to budgetary reasons, VR agreed to give up one full-time position. The position was a Regional Administrator in a smaller region. The position was not filled when the person retired in 2017. The smaller regional office is being supervised by a Regional Administrator from one of the larger offices. In addition, the State Office re-distributed job responsibilities after individuals retired, and a half-time position was eliminated.

In 2017, the Department of Human Services (DHS) developed a new process for filling vacant positions through the formation of the DHS Hiring Committee. All vacancies within DHS are reviewed and approved through the Hiring Committee. The implementation of the Hiring Committee has impacted VR's ability to fill vacant positions in a timely manner. In turn, this has impacted the number of individuals served through the VR program. Through the Hiring Committee, process VR lost one regional staff support position, but was able to request a position for a Business Specialist in an

underserved quadrant of the state. The Business Specialist position was approved through the Hiring Committee. In 2017, North Dakota Vocational Rehabilitation's annual turnover rate for counselors was 21.95%, with an overall agency turnover rate of 14.77%. We do not anticipate the turnover rate to increase in 2018.

During the next five years we estimate 25 staff members will be leaving the agency due to retirement alone. Additional vacancy positions are estimated at 25 counselors in the next five years. Traditionally, there is very little turnover in the non-counselor positions.

DSU Director — 1

State Office Administrators and Support Staff — 10

Regional Vocational Rehabilitation Administrators — 7

Vocational Rehabilitation Counselors — 41

Vision Rehabilitation Specialists — 7

Business/Career Assessment Specialists — 6

Human Service Specialists/Aides and Rehabilitation Technician — 6

Supported Employment Coordinator — 1

Regional Support Staff — 9

ii. the number of personnel currently needed by the State agency to provide VR services, broken down by personnel category; and

DSU Director — 1

Vocational Rehabilitation Counselors — 3

Supported Employment Coordinator — 1

iii. projections of the number of personnel, broken down by personnel category, who will be needed by the State agency to provide VR services in 5 years based on projections of the number of individuals to be served, including individuals with significant disabilities, the number of personnel expected to retire or leave the field, and other relevant factors.

State Office Administrators and Support Staff — 4

Regional Vocational Rehabilitation Administrators — 5

Vocational Rehabilitation Counselors — 6

Vision Rehabilitation Specialists — 2

Business/Career Assessment Specialists — 1

Human Service Specialists/Aides and Rehabilitation Technician — 5

Regional Support Staff — 2

B. Personnel Development

Describe the development and maintenance of a system for collecting and analyzing on an annual basis data on personnel development with respect to:

i. a list of the institutions of higher education in the State that are preparing VR professionals, by type of program;

The Division of Vocational Rehabilitation has 27 Counselors and Regional Administrators who meet the Qualified Rehabilitation Professional (QRP), Certified Rehabilitation Counselor (CRC) standards. This represents 56% of the staff who are required to meet QRP standards. We anticipate two additional staff will be eligible to sit for the CRC exam during the fall of 2018. Four Central Office administrators hold CRC certification. All CRC staff must maintain CRC status by participating in the required training. The state DVR office is an approved continuing education provider through CRCC, and the training officer coordinates and notifies staff of various training opportunities throughout the year, including training available at the annual conference. Counselors update their CRC status with their administrator at their annual performance review.

ii. the number of students enrolled at each of those institutions, broken down by type of program; and

North Dakota does not have any institutions that prepare rehabilitation professionals. Therefore any staff who need further education are required to attend universities in other states. These schools are listed below. The out-of-state institutions that are providing training to North Dakota Division of Vocational Rehabilitation staff that are required to meet Qualified Rehabilitation Professional standards: Regional VR Administrators and VR Counselors are listed below. Also listed are training sites used by North Dakota Vision Rehabilitation Specialists. Current counseling staff are taking post graduate classes to enable them to sit for the CRC Exam. The numbers shown include staff currently enrolled and graduated in FFY 2018.

Utah State University - 3

Stout - 2

Southern University-1

University of Kentucky-1

Mississippi State University - 0

South Dakota State University - 1

San Diego State University - 0

iii. the number of students who graduated during the prior year from each of those institutions with certification or licensure, or with the credentials for certification or licensure, broken down by the personnel category for which they have received, or have the credentials to receive, certification or licensure.

Utah State University - 1

Stout - 0

Southern University- 0

University of Kentucky- 0

Mississippi State University - 0

South Dakota State University - 1

San Diego State University - 1

2. Plan for Recruitment, Preparation and Retention of Qualified Personnel

Describe the development and implementation of a plan to address the current and projected needs for qualified personnel including, the coordination and facilitation of efforts between the designated State unit and institutions of higher education and professional associations to recruit, prepare, and retain personnel who are qualified, including personnel from minority backgrounds and personnel who are individuals with disabilities.

The Division of Vocational Rehabilitation lists all counselor job openings with Job Service North Dakota, specifying a preference for individuals with a Master's Degree in rehabilitation counseling with credentials to qualify for certification. We will also consider the possibility of paid internships as an incentive to attract Master's level interns with the intention of retaining them for counselor openings.

The Division of Vocational Rehabilitation recruits minorities and individuals from graduate programs in rehabilitation counseling, however, universities in our state do not offer a Master's Degree in rehabilitation counseling. Therefore, we are forced to recruit graduate level counselors from out-of-state. We are often unsuccessful in this effort because in most instances, our salaries are not competitive at the graduate level. If we are successful in recruiting graduate level counselors, we often find it difficult to retain them for the same reason.

The Division of Vocational Rehabilitation recruits individuals with disabilities and provides reasonable accommodations needed to perform essential job functions. Reasonable accommodations include adaptive equipment for current staff with disabilities. In addition, reasonable accommodations are addressed when requested.

The Division of Vocational Rehabilitation had requested reclassification of the professional rehabilitation counselor series, to move the counselor positions up a pay grade. This request was submitted to the state's Human Resource Management Services and was reviewed by the committee in June 2013. The reclassification request was denied. Counseling staff did receive equity adjustments in 2015.

3. Personnel Standards

Describe the State agency's policies and procedures for the establishment and maintenance of personnel standards consistent with section 101(a)(7)(B) and 34 CFR 361.18(c) to ensure that designated State unit professional and paraprofessional personnel are adequately trained and prepared, including:

A. standards that are consistent with any national or State-approved or -recognized certification, licensing, registration, or other comparable requirements that apply to the profession or discipline in which such personnel are providing VR services; and

DVR recognizes that we will be losing valuable experience and managerial knowledge with the high level of retirees who are currently administrators in the regional and central offices. Our Success in Leadership initiative (launched in 2007) was a major aspect of our succession planning efforts. Due to entering Order of Selection, Success in Leadership has not met. Applications are currently on hold.

The purpose of Success in Leadership is to challenge individuals to become positive forces of change in the field of Vocational Rehabilitation by adopting and implementing exemplary leadership practices. All staff, regardless of their position, are able to apply to become part of Success in Leadership. We believe it is important for all staff to be able to expand their knowledge, skills, and abilities by participating in quality training on their path to leadership.

The Division of Vocational Rehabilitation has established a policy to ensure that professionals providing Vocational Rehabilitation services are appropriately and adequately trained to meet “Qualified Rehabilitation Professional Standards.” The standard established is that they are nationally Certified Rehabilitation Counselors.

A. The Division of Vocational Rehabilitation will hire rehabilitation counselors who hold a Master’s Degree in rehabilitation counseling or closely related field from a Council on Rehabilitation Education (CORE) accredited program and who hold CRC certification or could obtain such certification within 5 years of the date of hire. If unable to recruit individuals who meet these qualifications, DVR will hire the most appropriate and qualified applicant with the expectation that the individual hired will participate in educational programs to meet “Qualified Rehabilitation Professional” standards within 5 years of the date of hire.

B. If unable to find qualified candidates, will consider underfilling as a VR Counselor. Vocational Rehabilitation (VR) Counselor requires a Bachelor's Degree in Rehabilitation Counseling, Counseling, Social Work, Psychology, Rehabilitation Administration/Services, Psychometrics, Behavioral Health, Behavioral Science, Disability Studies, Human Relations, Human Services, Marriage and Family Therapy, Occupational Therapy, Special Education or Vocational Assessment/Evaluation AND one of the following:

- Two years’ experience working with persons with disabilities in a direct service capacity; or
- One year of work experience as a vocational rehabilitation counselor; or
- A master’s degree in one of the above disciplines. Individuals who do not meet personnel standards will develop a training plan that will identify how they will meet the personnel standards. The plan will also include time lines for meeting the personnel standard which must be approved by their regional administrator and the Central Office Training Coordinator.

C. At the present time, individuals requiring retraining to meet the personnel standards enroll in Utah State University’s Distance Education Master’s Degree in Rehabilitation Counseling program, University of Wisconsin Stout, Master’s Degree in Rehabilitation Counseling Program, University of Kentucky Master’s Degree in Rehabilitation

Counseling, Southern University Baton Rouge Master's Degree in Rehabilitation, South Dakota State University and San Diego State University to complete the educational requirement for qualified rehabilitation personnel standards.

We are waiting to hear which universities will be receiving the RSA Long-Term Training/CSPD Scholarships along with the changes there will be in the funding support available. Costs not covered by the scholarships are covered by Vocational Rehabilitation's 110 funds.

B. the establishment and maintenance of education and experience requirements, in accordance with section 101(a)(7)(B)(ii) of the Rehabilitation Act, to ensure that the personnel have a 21st century understanding of the evolving labor force and the needs of individuals with disabilities.

In 1999, North Dakota DVR's QRP standards were implemented. The goal established at implementation was that 50% of staff on board October 1, 1999, would meet the QRP standards by October 2004 and 100% by October 2009. All staff hired after that date are required to meet QRP standards within 5 years of hire. Currently, 100% of the original staff meet the QRP standards. Staff hired after that date have either met the standard or are in the process of doing so as required.

4. Staff Development.

Describe the State agency's policies, procedures, and activities to ensure that, consistent with section 101(a)(7)(C) of the Rehabilitation Act, all personnel employed by the designated State unit receive appropriate and adequate training in terms of:

A. System of staff development

a system of staff development for professionals and paraprofessionals within the designated State unit, particularly with respect to assessment, vocational counseling, job placement, and rehabilitation technology, including training implemented in coordination with entities carrying out State programs under section 4 of the Assistive Technology Act of 1998; and

The Division of Vocational Rehabilitation conducts an assessment of the training needs of the current staff at all levels - administrative, counselor, and support staff. The needs assessment focuses on two levels of training (1) statewide training topics that are consistent with the State Plan, Workforce Innovation Opportunity Act Regulations, RSA 911 requirements, and RSA priorities, and (2) regional training that addresses issues identified through case reviews, performance appraisals and other training that will assist staff in progressing toward their career goals.

Dollars are allocated for staff to attendance at workshops, webinars, conferences, formal course work training in rehabilitation counseling, medical assessment, ethics, job placement, rehabilitation technology, ADA, reauthorization, and other rehabilitation related training. All employees have access to these training opportunities. The agency's continuing education program also allows reimbursement for the cost of tuition and books for classes that are related to job duties and will increase the employee's skills in specific areas.

B. Acquisition and dissemination of significant knowledge

procedures for the acquisition and dissemination of significant knowledge from research and other sources to designated State unit professionals and paraprofessionals.

The Division of Vocational Rehabilitation receives and distributes information such as rehabilitation journals, Rehabilitation Briefs, National Clearinghouse of Rehabilitation Research Materials, topics researched by the Institute on Rehabilitation Issues, as well as videos and printed materials on related rehabilitation issues. Information is disseminated through the state email system and hard copies, CDs, DVDs are sent through the mail.

The Division of Vocational Rehabilitation supports participation in professional organizations by encouraging attendance and providing registration and travel expenses for professional organization meetings and conferences. A number of vocational rehabilitation personnel are active members and hold leadership positions in professional organizations.

5. Personnel to Address Individual Communication Needs

Describe how the designated State unit has personnel or obtains the services of other individuals who are able to communicate in appropriate modes of communication with or in the native language of applicants or eligible individuals who have limited English speaking ability.

The Division of Vocational Rehabilitation provides interpreter services to individuals who have limited English speaking ability. In several regions where minority populations are more predominant, DVR staff have attended training on the customs and culture of minority groups. These materials are available to all DVR staff.

The Division of Vocational Rehabilitation provides personnel or obtains services to accommodate clients in need of appropriate modes of communication. Agency staff members who have an interest are encouraged to take sign language classes. In regions that do not have personnel trained in alternate modes of communication, this service is purchased.

6. Coordination of Personnel Development Under the Individuals with Disabilities Education Act

As appropriate, describe the procedures and activities to coordinate the designated State unit's comprehensive system of personnel development with personnel development under the Individuals with Disabilities Education Act.

The Division of Vocational Rehabilitation coordinates CSPD efforts with the CSPD requirements under IDEA. The Department of Public Instruction (DPI) is represented on the State Rehabilitation Council where information on training conferences is shared and invitations extended to attend each other's conferences and other training activities. DVR is also a member of the statewide Community of Practice that has broad-based representation of agencies involved in various aspects of Transition. Members of the Community of Practice, including DVR staff, were also part of multi-agency team that participated in the Annual Capacity Building Institute to identify ways to improve transition services in the state. In addition, ND DVR had one staff on the planning

committee for the North Dakota DPI Secondary Transition Interagency Conference. DVR staff attended the conference and two staff presented at the conference in November 2017.

DVR continues to offer their Teacher Internship Program. The DVR Teacher Internship Program is designed to provide teachers with an opportunity to work closely with their local DVR office and transition counselors. The teachers participate in a three-week internship, beginning with an in-depth orientation to the VR process. The project provides teachers with information regarding the VR program and process, adult agencies, employers' needs, labor market information, disability legislation, and has enhanced relationships between teachers and DVR staff. Due to the success, DVR plans to continue to offer this program.

DVR has and will continue to provide information to our staff and partners on our implementation of the Workforce Innovation Opportunity Act and Pre-Employment Transition services through our Cyber Chats, provider meetings and written communication (email).

j. Statewide Assessment

(Formerly known as Attachment 4.11(a)).

1. Provide an assessment of the rehabilitation needs of individuals with disabilities residing within the State, particularly the VR services needs of those:

A. with the most significant disabilities, including their need for supported employment services;

North Dakota Division of Vocational Rehabilitation conducts a comprehensive assessment of rehabilitation needs every three years. Together with the State Rehabilitation Council's Evaluation Committee and research analysts from the designated state agency's research team, DVR began planning for the FFY 2018-2020 assessment in 2016 and conducted the activities in 2017. The state will conduct the next activities in 2020 for the 2020-2022 Statewide Assessment. The results of the CSNA will be used to develop goals, priorities, strategies and actions for both DVR's State and Strategic Plans.

To obtain assess unmet needs, slightly different surveys geared to assess the various areas were sent to:

- those involved with special education at the secondary level and transition counselors,
- Community Rehabilitation Providers,
- An email blast to advocates, and
- An open invitation to the general public.

The rehabilitation needs identified, cut across all types and "categories". No needs were unique to any one of the groups for whom this assessment was conducted. Rather, the

unique needs are identified with each individual during the vocational rehabilitation process.

For individuals with the most significant disabilities, the most commonly reported needs identified were help with finding a job and vocational/employment counseling. Other highlighted needs were medical treatment/services.

B. who are minorities;

In North Dakota, 44.9% of the population is comprised of minorities. The breakdown of minorities employed during FFY 2017 is as follows: Other, comprised of individuals who have identified as having more than one race, is the largest of these minority groups at 18.7%, 12.6% are Native Americans, 6.9% are Hispanic, 11.5% are Black/African American and 2.1% are Asian/Pacific Islander.

One of the largest minority groups in ND is American Indian. There are four reservations in ND, three of which have Tribal 121 Projects. DVR collaborates with and frequently has dual cases with those programs.

For all minority groups, the most commonly identified unmet needs were assistance with financial aid, finding and/or keeping a job, and vocational/employment counseling.

C. who have been unserved or underserved by the VR program;

It should be noted that the one identified group who is unserved or underserved are individuals who are homeless. This group is not identified by one racial group. Of the individuals who have been considered unserved or underserved by DVR, respondents did not have strongly ranked employment needs; the employment needs that were unmet were spread throughout the choices. The most commonly identified employment need not being met was assistance with finding and/or keeping a job, ongoing training/support on the job, and increased opportunities for self-employment.

D. who have been served through other components of the statewide workforce development system; and

DVR has a good relationship with and collaborates when possible with our Workforce partners. For individuals with disabilities who also receive services through the statewide workforce development system, the most commonly identified unmet needs were: workplace relationship training, followed by assistance with finding and/or keeping a job and finally physical and mental restoration services. Tied for third were: assistive technology, transportation, one-on-one job training and on-going training.

E. who are youth with disabilities and students with disabilities, including, as appropriate, their need for pre-employment transition services or other transition services.

Youth and students with disabilities did not have strongly ranked employment needs. Financial Aid (22.7%) and assistance with finding and/or keeping a job (13.5%) were identified as their top employment needs. Vocational counseling is also identified in the top three.

In addition, DVR attempted to conduct a Transition Survey of educators to ensure Pre-ETS services are available statewide to all students with disabilities who need them or to identify where the gaps/unmet needs are within the state. There was an extremely poor return so the data does not hold any validity.

2. Identify the need to establish, develop, or improve community rehabilitation programs within the State; and

As part of the 2018 - 2020 Comprehensive Statewide Assessment of Rehabilitation Needs, a link to the online survey was sent to individuals and directors of institutions and agencies chosen because of their likelihood to have a connection with or interest in individuals with disabilities. This included community rehabilitation programs, supported employment providers, psychosocial rehabilitation centers, Disability Support Services in the North Dakota University System, occupational therapy departments, and directors of special education. A total of 43 CRP provider surveys were returned. In addition a link to the online survey was sent to advocates. These individuals were chosen based on their role with certain agencies or as a member of boards, advisory councils and committees who are connected to, and advocate for, individuals with disabilities. This included advocacy groups, disability organizations, Client Assistance Program, SRC and Statewide Independent Living Council (SILC) members, Centers for Independent Living, various state agencies, 121 projects, and VR staff. A total of 31 Advocate surveys were returned. An online version of the survey was provided with the option for alternative formats to give respondents flexibility in completing the survey. Responses were received from every region in the state with higher populated regions taking a greater share. Descriptive statistics and qualitative methods were applied for data analysis.

The surveys were designed to enable a comparison between Community Rehabilitation Programs' responses and non-CRP responses to the same set of questions. Questions included met and unmet employment-related needs, barriers encountered by CRPs and allowed for suggestions for improving services and removing barriers.

Unmet Needs: CRPs identified transportation as being at the top of the list of unmet needs, followed by support on the job, and assistance with finding and/or keeping a job. Advocates indicated transportation was the most significant unmet need.

Transportation continues to be in the top of the list of unmet needs. DVR is an active member of the ND Transit State Management Plan Committee. We will continue to advocate for increased services. We will also provide referrals and counseling and guidance to our clients on how to access the available transportation.

There are concerns with the need for assistance with finding and/ or keeping a job as well as support on the job.

DVR is working with providers to try to expand the services that they are able to provide. A pilot project has been launched to explore expanded SEP which will provide additional intensive training for providers and will result in policy amendments. There will also be continued education and awareness activities for the business community, lawmakers, service providers, educators, family members, and the general public. DVR will also

continue to work with Extended Services Funding sources to ensure individuals are able to utilize SEP and access supports once the DVR case is closed. Attachment (q)

Barriers: CRPs felt that funding for agency operations and services was the most significant barrier to their ability to provide employment related services followed by funding for staff and VR staff turnover. Advocate respondents felt that there are insufficient community resources followed by funding for extended services and funding for agency operations and services which tied with the distance to consumers.

Outcome based job placement rates and guidelines were implemented October 1, 2012. Two work groups were established from the semi-annual provider meeting to review and update SEP guidelines and job development and placement services. A standardized fee for service was implemented with an annual 3% inflationary increase. During the 2018 Comprehensive Statewide Needs Assessment Survey, providers indicated insufficient funds for the level of intervention they were providing. During the 2017-2019, legislative session lawmakers requested department budgets be reduced by 10%. The annual 3% inflationary increase did not occur. In 2017, the Supported employment guidelines and rates were updated. The updated included a provision for Extended Services for Youth. In addition, the fee structure for supported employment was adjusted to allow for additional upfront training dollars for individuals once they became employed. Attachment (e)

Additional discussion relative to community rehabilitation programs is found in Attachment (e) - Cooperative Agreements with Private Non-profit Vocational Rehabilitation Service Providers.

3. Include an assessment of the needs of individuals with disabilities for transition career services and pre-employment transition services, and the extent to which such services are coordinated with transition services provided under the Individuals with Disabilities Education Act .

Youth and students with disabilities did not have strongly ranked employment needs. Financial Aid (22.7%) and assistance with finding and/or keeping a job (13.5%) were identified as their top employment needs. Vocational counseling is also identified in the top three. In addition, DVR attempted to conduct a Transition Survey of educators to ensure Pre-ETS services are available statewide to all students with disabilities who need them or to identify where the gaps/unmet needs are within the state. There was an extremely poor return so the data does not hold any validity.

Based on information from the Department of Public Instruction in 2017, there are approximately 4,409 students who are between the ages of 14-21. These individuals could potentially receive Pre-employment Transition Services, Title 1 and/or supported employment services during the next one to seven years. VR and DPI collaborate to provide transition planning for students with disabilities age 14 and in 9th grade to 21 years of age. Some of the major disability categories of these students include the following:

Primary Disability (PD), Total by Disability Ages 14—21 (TD) , Each Age:

PD: Autism, TD: 456, Age 14: 90, Age 15: 107, Age 16: 76, Age 17: 80, Age 18: 46, Age 19: 31, Age 20: 21, Age 21: 5.

PD: Deaf Blind, TD: 1, Age 17: 1.

PD: Emotional Disturbance, TD: 504, Age 14: 108, Age 15: 120, Age 16: 117, Age 17: 99, Age 18: 41, Age 19: 16, Age 20: 3.

PD: Hearing Impairment, TD: 42, Age 14: 13, Age 15: 7, Age 16: 4, Age 17: 11, Age 18: 4, Age 19: 2, Age 20: 1.

PD: Intellectual Disability, TD: 428, Age 14: 64, Age 15: 61, Age 16: 55, Age 17: 66, Age 18: 62, Age 19: 59, Age 20: 50, Age 21: 11.

PD: Other Health Impairment, TD: 875, Age 14: 188, Age 15: 187, Age 16: 202, Age 17: 189, Age 18: 78, Age 19: 18, Age 20: 12, Age 21: 1.

PD: Orthopedic Impairment, TD: 23, Age 14: 5, Age 15: 7, Age 16: 3, Age 17: 3, Age 18: 3, Age 19: 2.

PD: Speech Language Impairment, TD: 190, Age 14: 54, Age 15: 48, Age 16: 37, Age 17: 31, Age 18: 16, Age 19: 3, Age 21: 1.

PD: Specific Learning Disability, TD: 1843, Age 14: 473, Age 15: 402, Age 16: 417, Age 17: 333, Age 18: 197, Age 19: 17, Age 20: 4.

PD: Traumatic Brain Injury, TD: 27, Age 14: 3, Age 15: 7, Age 16: 4, Age 17: 6, Age 18: 3, Age 19: 1, Age 20: 2, Age 21: 1.

PD: Visual Impairment, TD: 20, Age 14: 6, Age 15: 5, Age 16: 4, Age 17: 3, Age 18: 1, Age 19: 1.

Total By Age: Total of All Disabilities: 4409, Age 14: 1004, Age 15: 951, Age 16: 919, Age 17: 822, Age 18: 451, Age 19: 150, Age 20: 93, Age 21: 19.

In order to provide these transition students with pre-employment, in addition to the services provided by DVR staff, DVR has entered into purchase of service agreements with many local school districts to enhance or expand services.

k. Annual Estimates

Describe:

1. The number of individuals in the State who are eligible for services;

Based on data from the U.S. Bureau of the Census, North Dakota has over 37,400 residents between the ages of 16 & 64 who report a disability and consequently could be eligible for Vocational Rehabilitation services.

2. The number of eligible individuals who will receive services under:

A. The VR Program;

It is estimated that during the federal fiscal year 2018, a total of 3,455 individuals will receive Vocational Rehabilitation services.

B. The Supported Employment Program; and

The estimated breakdown is 3,221 individuals will receive services through Title I and 234 individuals will receive services through Title VI, Part B.

C. each priority category, if under an order of selection;

The table below shows potential eligible individuals who receive services through Title I and Title VI in 2018; the estimated annual cost to provide services to individuals who are in a service status is \$2.71 million.

Priority Category 1 — 2108

Priority Category 2 — 1037

Priority Category 3 — 311

Total — 3455

3. The number of individuals who are eligible for VR services, but are not receiving such services due to an order of selection; and

NDVR is currently under an order of selection. Beginning December 17, 2012, DVR began serving individuals in Priority Category 1 on the Order of Selection wait list. As of February 2, 2014, DVR has opened all categories and no longer has a wait list.

4. The cost of services for the number of individuals estimated to be eligible for services. If under an order of selection, identify the cost of services for each priority category.

Priority Category 1 — \$1,770,100

Priority Category 2 — \$723,000

Priority Category 3 — \$216,900

Total — \$2,710,000

We are estimating that there will be 234 individuals eligible for Title VI, Part B funds for a total of \$300,000.

I. State Goals and Priorities

The designated State unit must:

1. Identify if the goals and priorities were jointly developed

Identify if the goals and priorities were jointly developed and agreed to by the State VR agency and the State Rehabilitation Council, if the State has a Council, and jointly agreed to any revisions.

NDVR and the State Rehabilitation Council (SRC) with representation from Tribal 121 Programs, the Client Assistance program and the State Independent Living Council, have jointly developed the goals and priorities for the State VR program. The SRC meets quarterly to provide input to the VR agency on emerging need and this input is significant in shaping the goals and priorities of the VR agency. VR and the SRC held public forums

this past year and invited consumers, parents, employers and other stakeholders to provide input on the goals and priorities of the VR program. DVR and the SRC, during the Council's quarterly meeting held on January 18, 2018 jointly developed the goals and priorities for the VR program.

The goals and priorities are in alignment with WIOA and the Vision, Goals and Strategies in the Unified State Plan.

2. Identify the goals and priorities in carrying out the VR and Supported Employment programs.

Goal 1: DVR will assist 1200 individuals with disabilities obtain or maintain competitive integrated employment by September 2019.

Priority 1: To comply with State and Federal regulations.

Priority 2: To provide opportunities for people with disabilities to obtain or maintain competitive integrated employment.

Goal 2: DVR will develop IPE's within 90 days from eligibility determination 100% of the time unless there is a signed and approved plan extension.

Priority 1: To comply with State and Federal regulations.

Priority 2: To engage the consumers in the rehabilitation process.

Goal 3: DVR will annually expend no less than the minimum 15% reserve requirement to provide and make available pre-employment transition services for all students with disabilities services across the state.

Priority 1: To comply with State and Federal regulations.

Priority 2: To provide opportunities for students with disabilities to explore careers and identify a vocational goal in competitive integrated employment.

Goal 4: DVR will develop and implement a customized employment policy that will result in 16 people obtaining competitive integrated employment within the next two years.

Priority 1: Develop the expertise of community rehabilitation providers to offer high quality supported employment services that lead to competitive, integrated employment.

Priority 2: To provide individuals with the most significant disabilities with the opportunity for competitive integrated employment.

3. Ensure that the goals and priorities are based on an analysis of the following areas:

The goals and priorities are based on the results of the 2018-2020 Comprehensive Statewide Needs Assessment (CSNA) which is described in Attachment (j), public input gathered in February 2018, and VR's managing for results strategic planning

A. The most recent comprehensive statewide assessment, including any updates;

The goals and priorities are based on the results of the 2018-2020 Comprehensive Statewide Needs Assessment (CSNA) which is described in Attachment (j), public input gathered in February 2018, and VR's managing for results strategic planning.

B. the State's performance under the performance accountability measures of section 116 of WIOA; and

The goals and priorities of the combined state plan are directly informed by section 116 performance accountability standards. DVR's performance standards will need to be brought into alignment with the new performance accountability standards. During the first two years of the four year Unified State Plan, DVR will report performance measures to RSA which will establish a baseline used to determine future performance accountability.

C. other available information on the operation and effectiveness of the VR program, including any reports received from the State Rehabilitation Council and findings and recommendations from monitoring activities conducted under section 107.

NDVR's last monitoring report was conducted in 2009. The issues identified in this report were addressed and have no relationship to the current goals and priorities other than the continuing to expand enhancements and improvements to the state VR program.

m. Order of Selection

Describe:

1. Whether the designated State unit will implement and order of selection. If so, describe:

A. The order to be followed in selecting eligible individuals to be provided VR services.

Services are offered to individuals based on their service status at the time categories are closed, their priority category and their date of application. At this time, we are continuing to provide services to all individuals.

B. The justification for the order.

The division projects total program expenditures for FFY 2018 of \$13,954,743. The total projected revenue from the federal grant required state match and program income for FFY 2018 is \$13,200,000. Thus the difference between program revenue and expenditures for FFY 2017 is a shortfall of \$754,743. The division will use estimated FFY 2017 carry over dollars to fund the difference between revenue and expenditures.

The division's projected expenditures include providing pre-employment transition service as well as activities related to providing customized and supported employment to individuals currently receiving employment service in sheltered settings or for below the federal minimum wage. The North Dakota Department of Public Instruction provided the division with information about the number of students with disabilities that will exit secondary special education programming

Primary Disability (PD), Total by Disability Ages 16—21 (TD) , Each Age:

PD: Autism, TD: 259, Age 16: 76, Age 17: 80, Age 18: 46, Age 19: 31, Age 20: 21, Age 21: 5.

PD: Deaf Blind, TD: 1, Age 17: 1.

PD: Emotional Disturbance, TD: 276, Age 16: 117, Age 17: 99, Age 18: 41, Age 19: 16, Age 20: 3.

PD: Hearing Impairment, TD: 22, Age 16: 4, Age 17: 11, Age 18: 4, Age 19: 2, Age 20: 1.

PD: Intellectual Disability, TD: 303, Age 16: 55, Age 17: 66, Age 18: 62, Age 19: 59, Age 20: 50, Age 21: 11.

PD: Other Health Impairment, TD: 500, Age 16: 202, Age 17: 189, Age 18: 78, Age 19: 18, Age 20: 12, Age 21: 1.

PD: Orthopedic Impairment, TD: 11, Age 16: 3, Age 17: 3, Age 18: 3, Age 19: 2.

PD: Speech Language Impairment, TD: 88, Age 16: 37, Age 17: 31, Age 18: 16, Age 19: 3, Age 21: 1.

PD: Specific Learning Disability, TD: 968, Age 15: 402, Age 16: 417, Age 17: 333, Age 18: 197, Age 19: 17, Age 20: 4.

PD: Traumatic Brain Injury, TD: 17, Age 16: 4, Age 17: 6, Age 18: 3, Age 19: 1, Age 20: 2, Age 21: 1.

PD: Visual Impairment, TD: 9, Age 16: 4, Age 17: 3, Age 18: 1, Age 19: 1.

Total By Age: Total of All Disabilities: 2454, Age 16: 919, Age 17: 822, Age 18: 451, Age 19: 150, Age 20: 93, Age 21: 19.

There is an increase in the number of students with disabilities that will exit secondary education and have the potential to apply for VR service. This fact along with the requirement to allocate 15% of the division's budget for pre-employment transition service together pose a significant decrease in the amount of funding available to serve all adults with disabilities.

With input from the State Rehabilitation Council, the division will continue to implement an Order of Selection.

North Dakota VR entered order of selection in March of 2012 as a result of increased program expenditures, particularly for case services, that exceeded the federal VR grant award and state required match in excess of 3.2 million dollars. Carry over of federal funds from prior years was depleted due to expenditures exceeding program revenue. The division has developed management tools that include the forecast of future revenue and expenditures. The pattern of expenditures exceeding our program revenue is projected to continue and will likely result in a wait list for service.

Additional factors that may influence the decision to implement an Order of Selection are:

1. The state of ND has made a concerted effort to reduce the number of state employees thus we anticipate that it will be difficult to add any new positions. That paired with the increasing numbers of transition students who would be potentially eligible for VR and who we are required to provide pre-employment transition services and increasing applicant numbers will result in categories being closed due to limited staff resources.
2. The Board of Higher Education announced that tuition at the 11 post-secondary institutes will increase 7% for community colleges and 4% for the four larger institutions. Fifty five percent of NDVR's case service expenditures were for training in FFY 2017. This percentage is expected to remain consistent.

C. The service and outcome goals.

All categories are currently open. This chart includes individuals who are currently open and an estimate of new applicants during FFY 2018. We are estimating that 3,455 individuals will receive services and that 587 individuals will exit services with employment after receiving services. We are also anticipating an estimated 484 individuals to exit services without achieving their employment goal.

PRIORITY CATEGORY — 1

Estimated number to be served—2108

Estimated Number Rehabilitated— 301

Estimated number to exit not rehabilitated after receiving services — 295

Time within which goals are to be achieved — 20 months

Cost of services — \$1,770,100

PRIORITY CATEGORY — 2

Estimated number to be served—1037

Estimated number rehabilitated — 195

Estimated number to exit not rehabilitated after receiving services — 155

Time within which goals are to be achieved — 20 months

Cost of services — \$723,000

PRIORITY CATEGORY — 3

Estimated number to be served— 311

Estimated number rehabilitated — 91

Estimated number to exit not rehabilitated after receiving services — 34

Time within which goals are to be achieved — 15 months

Cost of services — \$216,900

D. The time within which these goals may be achieved for individuals in each priority category within the order.

The estimated time to achieve goals is 20 months for priority categories 1 and 2; 15 months for priority category 3.

E. How individuals with the most significant disabilities are selected for services before all other individuals with disabilities; and

All eligible individuals with disabilities will be assigned a priority category, notified of their assigned category, and notified of their right to appeal that assignment. All necessary and reasonable services shall be available to individuals receiving services under an Order of Selection.

Description of Priority categories:

Priority Category 1 - Individuals determined to have a most significant disability

(1) those who meet the criteria for significant disability, Priority Category 2, but are also seriously limited in two or more functional capacities (such as mobility, communication, self-care, self-direction, interpersonal skills, work tolerance, or work skills) in terms of an employment outcome; and

(2) require multiple core services over an extended period of time (six months or more).

Priority Category 2 - Individuals with significant disabilities

(1) individuals who are receiving Social Security Disability Insurance or Supplemental Security Income; or

(2) those who have significant physical or mental impairments which seriously limit one functional capacity (such as mobility, communication, self-care, self-direction, interpersonal skills, work tolerance, or work skills) in terms of an employment outcome; and

(3) whose vocational rehabilitation can be expected to require multiple vocational rehabilitation services over an extended period of time (over six months); and

(4) who have one or more physical or mental disabilities resulting from: amputation, arthritis, autism, blindness, burn injury, cancer, cerebral palsy, cystic fibrosis, deafness, head injury, heart disease, hemiplegia, hemophilia, respiratory or pulmonary dysfunction, mental retardation, mental illness, multiple sclerosis, muscular dystrophy, musculoskeletal disorders, neurological disorders (including stroke and epilepsy), paraplegia, quadriplegia and other spinal cord conditions, sickle cell anemia, specific learning disability, end-stage renal disease, or another disability or combination of disabilities determined on the basis of an assessment for determining eligibility and vocational rehabilitation needs to cause comparable substantial functional limitations.

Priority Category 3 - Other eligible individuals with disabilities

(1) those who have a significant physical or mental impairment which creates a significant barrier to employment; but

(2) the impairment does not create a seriously limit one or more functional capacities (such as mobility, communication, self-care, self-direction, interpersonal skills, work tolerance, or work skills); or

(3) are not expected to require multiple vocational rehabilitation services over an extended period of time (over six months)

All applicants, including those in trial work programs, shall receive services necessary to determine eligibility for Vocational Rehabilitation services and Order of Selection priority classification without regard to the availability of funds or the implementation of the Order of Selection. Such services shall be provided on a timely basis in accordance with the provisions of the Rehabilitation Act of 1973, as amended.

If DVR closes categories, all individuals who are currently under IPE will continue to receive services. As funding allows, categories will be opened starting with individuals with the most significant disabilities who are in Priority Category 1, then those in Priority Category 2 and finally Priority Categories 3. If there isn't the capacity to open the entire category, then individuals will be reactivated based on a chronological order by application date.

VR has begun the process to add another category to the OOS priority categories. The idea has been discussed and approved by the SRC. Once we have public comment on the proposed administrative code, the policy will be changed and the state plan will be amended to indicate the addition of a fourth category.

2. If the designated State unit has elected to serve eligible individuals, regardless of any established order of selection, who require specific services or equipment to maintain employment.

ND DVR has not elected to serve eligible individuals other than by the previously mentioned description at this time

n. Goals and Plans for Distribution of title VI Funds.

1. Specify the State's goals and priorities for funds received under section 603 of the Rehabilitation Act for the provision of supported employment services.

The Division of Vocational Rehabilitation's primary goal for the utilization of Title VI-B funds is to provide training and stabilization for an estimated 234 individuals with the most severe disabilities per year. It's projected that during FFY 2018, 234 individuals will be designated as eligible for supported employment and 40 will become employed. During FFY 2017, 232 individuals were designated as eligible for supported employment and 40 became employed. The breakdown by disability of those employed is expected to be similar to that of FFY 2017: cognitive impairments — 45%; psychosocial impairments — 43%; physical impairments — 10%; and communicative impairments — 2%.

The Division of Vocational Rehabilitation will continue agreements whenever and wherever appropriate with the one for profit and 18 non-profit community rehabilitation agencies to provide training and stabilization throughout the state. Extended Services will also be provided by the community rehabilitation agencies with state general funds. For youth who qualify for and require SE but will not immediately be able to access extended services funded through state general funds, VR will cover the cost of extended services, as outlined in the Workforce Innovation and Opportunity Act. Services are paid at the

extended services rate, established by the Behavioral Health Division. The VR counselor will provide the individual and family with the necessary information and referral so they can apply for or consider alternate extended services funding.

DVR will ensure a minimum of 50% will be spent on youth and that those funds are met with a 10% match. Based on previous patterns, DVR is confident that achieving this set aside will not be a concern. The latest data indicates that 56.67% of the SEP funds were spent on youth. DVR will continue to monitor SEP expenditures to ensure that this requirement is met.

2. Describe the activities to be conducted, with funds reserved pursuant to section 603(d), for youth with the most significant disabilities, including:

A. the provision of extended services for a period not to exceed 4 years; and

Extended Services will be provided with state general funds, Title XIX waived funds, or other funds from sources other than state/federal Vocational Rehabilitation funds.

B. how the State will leverage other public and private funds to increase resources for extended services and expanded supported employment opportunities for youth with the most significant disabilities.

The Division of Vocational Rehabilitation will continue to work with the Behavioral Health Division, Developmental Disabilities Division, Division of Aging Services, County TBI Waiver Services and service providers to coordinate funding and services.

o. State's Strategies

Describe the required strategies and how the agency will use these strategies to achieve its goals and priorities, support innovation and expansion activities, and overcome any barriers to accessing the VR and the Supported Employment programs (See sections 101(a)(15)(D) and (18)(B) of the Rehabilitation Act and section 427 of the General Education Provisions Act (GEPA)):

1. The methods to be used to expand and improve services to individuals with disabilities.

The Division of Vocational Rehabilitation, working with the SRC, is involved in ongoing data analysis, soliciting input from the public, to include VR consumers and partner stakeholders, in determining the strategic direction of the agency that are inclusive of the goals and priorities in Attachment (I) . The data sources used in identification and evaluation of the agency strategies include the Triennial Needs Assessment and information extracted that reports on the progress toward attaining the standards and indicators. DVR has contracted with an independent research company to conduct our client satisfaction surveys. The scope of the survey has been expanded and is now done with clients who are currently open as well as those who are closed. The expanded survey provides DVR with current data that can be used to identify trends and patterns and can be used to improve services for individuals. The annual case review process is used to further evaluate the effectiveness of rehabilitation counseling and guidance services

provided across the agency. The Designated State Agency conducts biannual stakeholder surveys that provide important information to the agency with regard to emerging needs.

DVR continues to expand services to businesses which will result in an increased number of individuals employed and those able to maintain their employment.

Goals 2 and 5 in Section (8) of this attachment are specific to expanding LMI and outreach to businesses.

2. How a broad range of assistive technology services and devices will be provided to individuals with disabilities at each stage of the rehabilitation process and on a statewide basis.

DVR continues to support assistive technology as an integral part of each stage of the VR process. An assistive technology screening tool is used during the intake process with all applicants. When assistive technology needs are identified, further assessment and/or referrals are provided as necessary to include referrals to ND Assistive, the State Tech Act Program. DVR is a member of the Assistive Advisory Council and the AT Re-use Work Group. Staff at Assistive meet the highest standard of their profession, providing assistive technology assessment and training, and are certified by the Rehabilitation Engineering and Assistive Technology Society of North America. Assistive maintains a blog with updates posted three times a week on their website. The topics of the blog posts rotate between the categories of AT equipment, AT funding, AT anecdotes, and staying at home through the use of AT. Assistive maintains an active presence through social media to include Facebook. In addition to the two demonstration labs, Assistive has expanded their Fargo presence to include a Home First Show Room that is a complete home environment that provides a homelike atmosphere for demonstration of AT. Assistive, the North Dakota Vision Services/School for the Blind, and DVR have developed a joint strategic plan to increase the availability and use of AT by those with blindness/low vision.

3. The outreach procedures that will be used to identify and serve individuals with disabilities who are minorities, including those with the most significant disabilities, as well as those who have been unserved or underserved by the VR program.

In North Dakota has seen a significant increase in the number of individuals who are minorities. Currently, 44.9% of the population is comprised of minorities which is a dramatic change from 9.9% in 2015. This increase is primarily due to the influx of people coming to work in the oil patch as well as new Americans. Other, comprised of individuals who have identified as having more than one race, is the largest of these minority groups at 18.7%, 12.6% are Native Americans, 6.9% are Hispanic, 11.5% are Black/African American and 2.1% are Asian/Pacific Islander.

During FFY 2017 of all the individuals who became employed through VR services, 8.9% were minorities. The breakdown of minorities employed during FFY 2017 is as follows: 4.1% Native Americans, 1.5% Hispanic, 2.6% Black and 0.9% Asian/Pacific Islander.

Historically the agency's strategy to improve performance was outreach to the four Native American Reservations. The largest minority populations in North Dakota are individuals that are identified as American Indians, thus enhanced outreach to the reservations was a significant strategy to improve service to minority populations. There are four reservations in North Dakota. The Tribal Governments for three of those reservations currently receive funding from the Rehabilitation Service Administrator for Tribal VR programs. DVR has collaborated with the Tribal VR programs in providing technical assistance, training on specific disability related issues to include assistive technology and service to individuals that experience significant vision and/or hearing loss. Many of the VR counseling staff at the local regions share dual consumers with the tribal programs. The agency has intended to increase the percentage of shared cases through identifying measures for the number of shared consumers in recently executed memorandum of understandings. Many of these reservations are located in remote corners of the state and a significant barrier to engaging consumers in VR service is the lack of public or private transportation. To address this issue, VR counseling staffs regularly travel to the reservation to provide state VR service. The VR Director provides outreach to the reservations on an annual basis to assess the relationship between the state and tribal VR programs and seek opportunities to increase referrals to the VR program. As part of this effort, the state VR program is offering to provide training and technical assistance to Tribal VR in the provision of Pre-Employment Transition Service (Pre-ETS). The strategy for state VR to provide Pre-ETS service on the reservation is a method to engage students with disabilities in the state VR program thinking that these students will apply and develop IPES with state VR at the conclusion of reviewing Pre-ETS.

Two percent of the state's population is made up of New Americans who are recent immigrants to the United State. A majority of the New Americans come to the state from Philippines, Canada, and Nigeria followed closely by China and India. Further analysis of census data indicates that of these New Americans, 11 percent live below the poverty level.

New Americans often arrive in North Dakota with the support of Lutheran Social Services, and agency that resettles refugees and helps new immigrants get established in the state. The resettlement effort includes partnerships with components of the workforce development system to address the unmet need of this population in securing employment. Partnering with components of the state workforce system, particularly the Adult Basic Education and Literacy (ABEL) agency, the division assures New Americans that experience disabilities are referred to VR to address their disability related barriers to employment. Staff in each geographical area communicate on a regular basis and participate in joint training and other networking opportunities that result in referrals of between programs.

The agency also collaborates with the North Dakota Department of Human Service (DHS), the designated state agency for the VR program to identify potential VR consumers across races. This coordination occurs between VR staff and the departments other staff located at the 8 regional human service centers, representing programs and services that include behavioral health, developmental disability, aging, and children and family services. In addition, regional VR staff outreach to staff of County Social Services

that administer DHS's economic assistance programs that include Medicaid, Supplemental Nutrition Program and the Temporary Assistance to Needy Families.

DVR staff are also collaborating with the various homeless shelters across the state to help reach potential consumers who are unserved/underserved.

4. The methods to be used to improve and expand VR services for students with disabilities, including the coordination of services designed to facilitate the transition of such students from school to postsecondary life (including the receipt of VR services, postsecondary education, employment, and pre-employment transition services).

DVR is committed to provide pre-employment transition services to students. Activities will include job exploration counseling, work based learning experiences, training on self-advocacy, counseling on post-secondary opportunities, and work place readiness training and other services based on individual needs. DVR has entered into purchase of service agreements with local school districts to enhance or expand services. The activities will include the following:

- Teachers and DVR counselors are collaborating to provide students with a foundation with activities such as career exploration, self-advocacy, interest testing, and work place readiness training using a common curriculum.
- DVR is partnering with schools and community rehabilitation providers to offer competitive, integrated work experience.
- DVR and DPI continue to collaborate at a local level with colleges, work force offices, community rehabilitation providers, independent living centers, and employers to provide transition fairs. These fairs provide transition students with hands on opportunities to explore and experience various careers.
- DVR and North Dakota Vision Services/School for the Blind have sponsored a weekend retreats with the purpose of providing intensive pre-employment career services to youth with visual impairments. Due to the success of these retreats, plans are to continue holding these events.

ND DVR has become involved with Promoting Readiness of Minors in Supplemental Security Income (PROMISE). PROMISE is a federal initiative through the Department of Education, in collaboration with the Social Security Administration, the Centers for Medicare and Medicaid Services, and the Department of Labor.

PROMISE is targeted for transition youth, who are ages 14 — 16 at the time of enrollment and are beneficiaries of SSI. Due to the number of youth required to receive the grant, ND has joined a multi-state consortium including: South Dakota, Montana, Colorado, Utah, and Arizona. The ND agency partners include: the Governor's Office, Behavioral Health Division, Developmental Disabilities Division, Medicaid, Parent Training Programs, DPI, Job Service, the ND Center for Persons with Disabilities, Benefits Planners and DVR.

PROMISE is intended to improve the education and employment outcomes of child SSI recipients and their families, and eventually lead to increased economic self-sufficiency and a reduction in their dependence on SSI payments. For the program participants who are assigned to the Model Demonstration Project (MDP), or treatment group, an array of services and supports would be available to the students and their families. This would include case management, benefits counseling, career and work-based learning experiences, and parent training and information, as well as other services which may help the student's education and employment outcomes.

Goal 3 in Section (8) of this attachment identifies additional activities related to services to youth.

5. If applicable, plans for establishing, developing, or improving community rehabilitation programs within the State.

The results of the Provider Survey conducted with the 2018-2020 Triennial Needs Assessment is discussed in Attachment (j).

DVR continues to schedule statewide provider meetings and has one staff assigned part-time to support the collaborative effort of DVR and providers to assist VR consumers gain competitive, integrated employment. DVR worked with providers in 2012 to establish policy and practice in the establishment of an outcome/results based payment approach to the provision of service related to Supported Employment and successful Job Placement. In addition to the standardized fee for service DVR implemented an annual 3% inflationary increase for services. During the 2017-2019, legislative session lawmakers requested department budgets be reduced by 10%. The annual 3% inflationary increase did not occur in 2017. There will continue to be work to analyze and update policy and guidelines as well as payment rates.

In addition, DVR has implemented a Provider Service Agreement. The purpose of the certification is to enhance provider training in order for them to better meet individual needs.

DVR continues to work with the ND Center for Persons with Disabilities, the Department of Public Instruction, and providers in the development of an advanced job coaching module for providers to access additional training for their staff.

6. Strategies to improve the performance of the State with respect to the performance accountability measures under section 116 of WIOA.

Plans to meet and report on the performance accountability measures found in Section 116 of WIOA include:

- VR is working with the core partner programs to receive and report employment data for individuals exiting the VR program in the future that become employed in states other than North Dakota.
- The VR agency is actively working to align and integrate WIOA performance reporting requirements. The scope of this plan is included in the unified section of the state's workforce plan.

- VR will be closely monitoring program data on a quarterly basis. The data will be provided on a quarterly basis to RSA that will use the data to develop benchmarks of the VR programs performance.
- VR has implemented a process to track the employer services as outlined in Attachment 4 of RSA-TAC-17-01, to be combined with data from ND Department of Labor.

7. Strategies for assisting other components of the statewide workforce development system in assisting individuals with disabilities.

The North Dakota Workforce Leadership team has been engaged in developing and evaluating the success of strategic workforce planning. The Workforce Strategic Plan is developed by the members of the Leadership Team which includes Job Service North Dakota, Department of Career and Technical Education, Adult Learning programs, the Division of Vocational Rehabilitation, the ND University System and the Workforce Division within the Department of Commerce. The strategic initiatives are presented to the larger Workforce Development Council. The Council recognizes the alignment of the activities listed below and North Dakota's Strategic Plan for Workforce Development. Subsequently, the Council supports the following strategies which complement existing initiatives or programs and supports expansion of successful employment based strategies:

- Engage students, parents, educators, schools, and businesses in a comprehensive career planning process.
- Increase stakeholder promotion of and employer use of work based learning.
- Build partnerships for future workforce needs and opportunities.
- Assess and analyze gaps between labor supply and demand to provide programmatic offerings.

The DVR staff has relationships with their local Workforce partners. DVR is seen as the disability experts. When there is an individual who has a disability and is working with a Workforce partner, DVR may be called in to open a case. We then worked collaboratively on individuals who are co-enrolled and can provide guidance as to the necessary accommodations or adaptations that may be needed to assist individual achieve their vocational goals.

8. How the agency's strategies will be used to:

A. achieve goals and priorities by the State, consistent with the comprehensive needs assessment;

The goals and strategies below are based on the results of the 2018-2020 Triennial Assessment of Rehabilitation Needs conducted in 2017, public input, federal standards and indicators, recommendations from the State Rehabilitation Council and DVR's Managing for Results Strategic Planning. They are designed to support achievement of DVR's goals and priorities identified in Attachment (I).

VR received recommendations from the Washington Initiative on Supported Employment (WISE), North Dakota Center for Persons with Disabilities (NDCPD), State

Rehab Council members and through public comment to develop and implement a Customized Employment. North Dakota VR will develop a Customized Employment policy, payment rates for customized employment and training and technical assistance for Community Rehab Providers (CRP). VR will invest in training and technical assistance for CRPS to gain the skills necessary skills to ensure that Customized Employment services are available across the state. Through site visits by VR and NDACP staff the following information was captured from the Expanded Supported Employment Pilot: 1) the four providers enrolled in the grant originally thought they were providing customized employment, but through the training and technical assistance they agreed they were not providing true customized employment. 2) they developed the necessary skills to provide customized employment.

Notations are made by the goals and/or strategies that include innovation, expansion and improvement of services and/or outreach activities.

Some strategies support achievement of more than one of DVR's goals.

Goal 1 DVR will assist 1200 individuals with disabilities obtain or maintain competitive integrated employment by September 2019.

Strategy 1.1 Utilize training to its maximum capacity for effective staff performance. Innovation/enhancement/improvement

Strategy 1.2 Increase the number of applicants. Innovation/enhancement/improvement

Strategy 1.3 Establish relationships with employers to assist them with meeting their workforce needs. Innovation/enhancement/improvement

Goal 2 DVR will develop IPE's within 90 days from eligibility determination 100% of the time unless there is a signed and approved plan extension.

Strategy 2.1 Counseling and guidance will utilize 21st Century Labor Market Information in addition to assessments to help consumers of all ages identify their interests, abilities, capabilities, resources, priorities, concerns, and informed choice to determine their vocational goal and develop their IPE within 90 days. Innovation/enhancement/improvement

Goal 3 *DVR will annually expend no less than the minimum 15% reserve requirement to provide and make available pre-employment transition services for all students with disabilities services across the state..

Strategy 3.1 DVR will assign counselors to make pre-employment transition services available state-wide. . Innovation/enhancement/improvement

Strategy 3.2 Staff will track direct time spent providing pre-employment transition services. Innovation/enhancement/improvement

Strategy 3.3 Enter into purchase of service agreements with Local Education Agencies to provide the required five pre-employment transition services. Innovation/enhancement/improvement

Strategy 3.4 Local Education Agencies will provide documentation of individual student demographics and services they have received.

Goal 4 *DVR will develop and implement a customized employment policy that will result in 16 people obtaining competitive integrated employment within the next two years.

Strategy 4.1 Develop a customized employment policy and payment system by July 2019. Innovation/enhancement/improvement

Strategy 4.2 Define how technical assistance will be provided to vocational rehabilitation counselors and community rehabilitation providers.
Innovation/enhancement/improvement

Strategy 4.3 Collaborate with the Developmental Disabilities Division to implement customized employment in ND. Innovation/enhancement/improvement

Goal 5: *DVR will meet with a minimum of 1200 businesses annually to establish and maintain relationships that promote employing individuals with disabilities.

Strategy 5.1 Participate as a member organization in business-led organizations, such as chambers of Commerce, Rotary, etc. Innovation/enhancement/improvement

Strategy 5.2 Attend Workforce Development Board and disseminate information to the statewide VR staff on the business needs as expressed during board meetings.
Innovation/enhancement/improvement

Strategy 5.3 Participate in the Council of State Administrators of Vocational Rehabilitation's National Employment Team (NET) and the NET-Southeast regional team to share referrals and best practices. Innovation/enhancement/improvement

Strategy 5.4 Identify a program administrator to co-ordinate the statewide business service specialists.

Strategy 5.5 Develop work experience for students with the most significant disabilities by July 2019. Innovation/enhancement/improvement

B. support innovation and expansion activities; and

All of DVR's strategies focus on methods to enhance and improve programs and services.

C. overcome identified barriers relating to equitable access to and participation of individuals with disabilities in the State VR Services Program and the State Supported Employment Services Program.

*DVR will develop and implement a customized employment policy that will result in 16 people obtaining competitive integrated employment within the next two years.

p. Evaluation and Reports of Progress: VR and Supported Employment Goals

Describe:

1. An evaluation of the extent to which the VR program goals described in the approved VR services portion of the Unified or Combined State Plan for the most recently completed program year were achieved. The evaluation must:

A. Identify the strategies that contributed to the achievement of the goals.

Goal 1 DVR will increase the number of individuals employed due to expanded services to businesses. - DVR achieved this goal.

The total number of successful rehabilitations for federal program year 2016 was 537 and represents an increase of 6 successful closures over the preceding year. In FFY17 the number of successful rehabilitation outcomes was 613, (an increase of 14% over the preceding year). The agency exceeded the performance level of all indicators for standard 1 for FFY16.

Activities to achieve the agency performance related to increased outcomes included:

- DVR worked with the JD-VRTAC and developed best practices relating outreach in the business community.
- DVR has increased the number of Business Service Specialists to provide outreach and services to businesses in all four quadrants of the state. The division now has four staff dedicated to providing business service and connecting VR counseling staff with local business to promote employment of persons with disabilities.
- Provided presentations and information at the Statewide Governor's Workforce Conference and Statewide Association for Human Resource Managers. Reached an audience of 400 business attendees each of the program years to market the VR program.
- Training of staff in motivational interviewing techniques that serve to engage consumers as active participants in seeking employment.
- The division is a member of the State and Local Chamber of Commerce and participates in activities that serve to build relationships with business and facilitate referral of consumers for employment with these business entities.
- VR staff provides personal assistance to consumers in completion of resumes, teaching interview skills and guiding consumers in completion of on-line applications.
- DVR continues a leadership role in the State's Workforce Leadership team responsible for the development and evaluation of the State's Workforce Strategic Plan. Administrators in the division's State Office continue to provide staff information and training related to proposed changes to the State Workforce System due to WIOA. DVR staffs working in the agency regional offices have effective regional teams with representatives of the partner agencies as identified in WIOA. These teams are effective in planning joint workforce activities that include career fairs, and discussion on collaboration to provide service to business.
- VR serves to represent the North Dakota Department of Human Service and the Division of Vocational Rehabilitation as a member of the State Workforce Board.

Goal 2 Ensure VR services incorporate 21st Century Labor Market Information and result in employment outcomes in high demand occupations. - DVR achieved this goal.

Activities that utilized 21st Century Labor Market Information:

- DVR worked with the JD-VRTAC and developed a curriculum for staff to use with clients so clients can conduct a search using 21st Century Labor Market Information to help them identify their vocational goal.
- DVR has partnered with Job Service ND and the Workforce Leadership team to identify in demand occupations.
- DVR has trained field staff on the use of Career Index Plus. Staff utilizes the program to assist clients with identifying jobs that match their interests and the labor market demand.

Goal 3 DVR will ensure Pre-Employment Transition Services will be available and sustained statewide. — DVR achieved this goal.

Thirty six percent of all applicants for VR service in North Dakota have during program year 2016 and 2017 are under age 21. This number demonstrates the agency commitment to outreach to serve students with disabilities.

Activities that support the continued enhancement of service to youth include:

- DVR counseling staff throughout the state spends 19% of their time working with youth with disabilities. This time includes attending IPE meetings, teaching work readiness skills, providing career counseling and addressing youths' independent living needs.
- DVR has partnered with local employers on a statewide basis to offer work experience opportunities to both potentially eligible and eligible consumers of DVR service.
- DVR continues to educate administrators and staff of local school districts to plan and implement pre-employment transition service. Agency efforts resulted in pre-employment transition service provided by local school districts in urban as well as small rural school districts.
- The agency is has expended the full FY 15% set aside for Pre-Employment Transition Service for the past two years.
- Special Educators are continually educated on the service and support offered by the division to students and youth. DVR staffs are active members of the State and Regional Communities of Practice on Transition.
- DVR continues to work with partner agencies to include ND Protection and Advocacy, Minot State University, and ND Department of Public Instruction to support the web site Launch My Life. This web site contains information for students, special educators, VR staff, providers, parents, employers and the general public related to effective transition practice.

Goal 4 *Provide leadership that promotes competitive integrated employment as the first choice for individuals who are of working age. — DVR has made progress and continues to work on this goal.

During FFY 2016 and 2017, 41 individuals who had been employed in non-integrated settings, earning subminimum wages, were enrolled in the Expanded Supported Employment pilot project. Of those, 21 of those individuals are now employed in competitive integrated employment.

Activities that have occurred during the 2016 and 2017 program years are:

- The SRC has established a subcommittee, Employment of People with Disabilities. The sub-committee's responsibility is to promote competitive integrated employment as the first choice for individuals with the most-significant disabilities.
- DVR has been an active member of a department-wide leadership group to include the DSA's Deputy Executive Director, I/DD Director and VR Director to assess and make recommendations to the DSA's Executive Director related to policy and funding decisions.
- DVR continues to educate providers, school districts and staffs of I/DD and DVR regarding provisions in Section 511 of the Workforce Innovation and Opportunity Act. This information is placed on the agency web site for access by parents, consumers and any other interested parties.
- DVR has piloted an Expanded Supported Employment project, providing training to 4 Community Rehabilitation Providers on the discovery process and customized employment. These providers have identified individuals to participate in the project and attempt to obtain competitive integrated employment.

B. Describe the factors that impeded the achievement of the goals and priorities.

A number of schools and community rehabilitation providers didn't understand the full impact of Section 511, particularly as is related to youth transitioning from high school to employment. DVR staff has continued to provide training to educate all parties on the law.

2. An evaluation of the extent to which the Supported Employment program goals described in the Supported Employment Supplement for the most recent program year were achieved. The evaluation must:

A. Identify the strategies that contributed to the achievement of the goals.

DVR facilitated the Committee on Employment of People with Disabilities, which has become a subcommittee of the SRC where they continue to promote competitive integrated employment as the first choice for individuals with the most significant disabilities. DVR has partnered with four community providers and provided training by the Washington Initiative for Supported Employment (WISE). So far, 21 of the 41 individuals who have participated in the pilot program have achieved competitive integrated employment.

B. Describe the factors that impeded the achievement of the goals and priorities.

The primary Supported Employment goals identified in Attachment (n) were to provide training and stabilization to an estimated 188 individuals and employ 50 individuals. In 2016, we were able to provide training and stabilization to 164 individuals and 42

individuals became successfully employed. In 2017, we were able to provide training and stabilization to 232 individuals and 40 individuals became successfully employed. These numbers don't include the individuals who are involved in the Expanded Supported Employment pilot project.

Supported employment is provided to eligible consumers with the most significant disabilities. DVR's Title VI, Part B funds are used to provide intensive skills and behavioral training for consumers in competitive, integrated employment. The challenge for VR is the availability of extended services funds specifically the shortage of state funds available for individuals who have a mental illness, traumatic brain injury, or others who qualify for supported employment but do not have an identified extended services funding source.

3. The VR program's performance on the performance accountability indicators under section 116 of WIOA.

In 2016, DVR exceeded all 6 indicators in Standard 1. The rehab rate was 69.56%, exceeding the required performance level by 13.76, exceeded the percent with earnings at or above minimum wage by 27.21%, exceeded the percent with earnings at or above minimum wage with significant disabilities by 23.79%, exceeded the earnings as a ratio to the state's average annual pay by a 5.9 ratio and exceeded the difference between percentage of self-support at closure and application by a 2.6 ratio.

In 2017, that standards and indicators were discontinued and will be replaced by the WIOA performance measures.

4. How the funds reserved for innovation and expansion (I&E) activities were utilized.

During FFY 2016 and 2017, innovation and expansion funds were spent on ADA, Business Services, Transition Services, Assistive Technology, and State Rehabilitation Council expenses.

ADA: DVR continues to participate with on-going education. The regional offices have staff who are trained to support referrals and provide resources to employers and businesses in the community.

Business Services: I & E funds were used to pay for civic and service organization membership, including Chamber of Commerce, for regional and state DVR staff. Funds were also used for booth registration at high-profile regional and state conferences and events. Both allow for higher visibility of DVR within the business community and by our individuals. They enable us to develop long-term partnerships with business owners and employers based on common goals, which should enhance recruitment and retention practices benefiting individuals with disabilities. We re-classified a position and hired a Business Service Specialist (BSS) in Grand Forks.

Transition: NDVR had transition contracts with providers and special education units where students were able to receive various work experience, including job shadows, as well as developing resumes and practicing interviewing skills.

Rehab Services Council: Funds were used to advertise the SRC meetings and to provide travel and per diem to SRC members.

Assistive Technology: The Department of Human Services' Division of Vocational Rehabilitation controls and administers the funds made available through the federal Tech Act Grant and awards these federal grant funds to Assistive. The Vocational Rehabilitation Director is a member of the Consumer Advisory Council (CAC) for the Tech Act Grant. Assistive has a certification process for newly hired staff. Certified AT Specialists employed at Assistive are, in addition to their primary work duties, spending time to develop the knowledge and skill set of newly hired AT Specialist staff. The process of training can take up to 18 months. This process was developed due to a lack of educational opportunities in the state of North Dakota to produce trained AT Specialists. DVR had a contract with Assistive to provide training to educators and parents as well as to conduct assessments and make recommendations on AT that will provide accommodations for the unique barriers for transition students. DVR field staff also received training for AT on new technology that will benefit state clients heading to college or work.

In addition, DVR provided AT to Job Service to help make the Wagner Peyser program more accessible for VR clients who are co-enrolled.

q. Quality, Scope, and Extent of Supported Employment Services.

Include the following:

1. The quality, scope, and extent of supported employment services to be provided to individuals with the most significant disabilities, including youth with the most significant disabilities.

Supported employment services are available to individuals with the most severe disabilities in all disability categories including developmental disabilities, severe mental illness, traumatic brain injury, and physical disabilities. Services are provided by 19 providers. The Division of Vocational Rehabilitation projects to serve 234 individuals with the most severe disabilities, in competitive integrated employment placements.

Individuals with the most severe disabilities will be served and outcomes achieved through the implementation of the following activities:

Continued education and awareness activities for the business community, lawmakers, service providers, educators, family members, and the general public.

Targeting supported employment as an outcome for students with the most severe disabilities transitioning from school-to-work through regional transition services.

Coordination of the departments, agencies, divisions, organizations and programs whose activities have a direct impact on Supported Employment Services.

Identification of training and technical assistance needs based on provider outcome data.

Continue to require licensing for all supported employment providers which will include accreditation by a national accrediting body.

Continue to have semi-annual meeting with providers to provide technical assistance and training.

Continue to work with Extended Services Funding sources to ensure individuals are able to utilize SEP and access supports once the DVR case is closed.

2. The timing of transition to extended services.

Supported employment training is provided up to 24 months, unless more time is necessary for the client. In order to ensure continuity and a smooth transition, documentation must demonstrate that the individual meets the criteria for transitioning to extended services.

Individuals, once employed, begin the training piece of Supported Employment through the assistance of the individual's job coach. The job coach will provide training to the employer and the individual on job tasks, reasonable accommodations, and how to ensure the individual has the skills necessary to perform the work tasks, as independently as possible. The VR counselor must visit the individual at the employment site within 30 days of the individual becoming employed. The visit is coordinated with the CRP. Further visits will occur based on individual or employer needs.

Stabilization is the expected point of transition to extended services. Individuals are considered stabilized in employment if:

- all support needs have been addressed and necessary modifications or accommodations have been made at the worksite;
- the individual is satisfied with the type of work;
- the individual is satisfied with the overall number of hours worked per week;
- the individual is working to one's maximum ability, as independently as possible;
- the individual and employer agree that the person is performing the job, and meeting expectations of employment; and
- the individual has reached a consistent intervention rate.

Transfer to extended services

- Prior to transitioning to extended services the VR counselor will schedule a team meeting. The team, which includes the extended services funder, must concur that the individual is stable in the job.
- The VR counselor and extended services funder will identify the date the case will be transferred from VR to extended services.
- The VR counselor will notify the individual and CRP with the projected date the individual will be ready to transfer to extended services.
- The VR counselor will review the CRP progress report until the case can be closed to ensure the individual remains stable in a job, and address any concerns that may arise.

- The individual must be in extended services for a minimum of 90 days prior to case closure. In the spirit of Employment First and the need for competitive integrated employment for individuals with the most-significant disabilities working for sub-minimum wage or in sheltered employment, DVR is piloting a three year Expanded Supported Employment Project, which began in July 2015. The project outcomes will influence the amendments to SEP policies, practices, guidelines and payment rates; as well as assist in the development of a customized employment policy, guidelines and payment rate.

Grants were awarded to four community rehabilitation providers who had applied for the opportunity. DVR has contracted the North Dakota Center for Persons with Disabilities (NDCPD) who issued a subcontract with the Washington Initiative on Supported Employment (WISE) to provide intensive on-site training and will also be available for technical assistance and individualized coaching for employment specialists throughout the three-year project. The project began on July 1, 2015. In 2016 and 2017, the DVR program administrator completed site visits with each of the four community providers to collect data. In 2016, there were eighteen participants in the pilot project, and sixteen percent of these participants were employed in competitive integrated employment positions. The data collected in 2017, there were forty four participations in the pilot project and sixty one percent of these participants were employed in competitive integrated employment positions.

Certifications

Name of designated State agency or designated State unit, as appropriate **Division of Vocational Rehabilitation**

Name of designated State agency **North Dakota Department of Human Services**

Full Name of Authorized Representative: **Robyn Throlson**

Title of Authorized Representative: **Acting Director, ND Division of Vocational Rehabilitation**

States must provide written and signed certifications that:

1. The **designated State agency or designated State unit (as appropriate) listed above** is authorized to submit the VR services portion of the Unified or Combined State Plan under title I of the Rehabilitation Act of 1973 (Rehabilitation Act), as amended by WIOA*, and its supplement under title VI of the Rehabilitation Act.** Yes
2. As a condition for the receipt of Federal funds under title I of the Rehabilitation Act for the provision of VR services, the **designated State agency listed above** agrees to operate and administer the State VR Services Program in accordance with the VR services portion of the Unified or Combined State Plan , the Rehabilitation Act, and all applicable regulations , policies, and procedures established by the Secretary of Education. Funds made available under section 111 of the Rehabilitation Act are used solely for the provision of VR services and the administration of the VR services portion of the Unified or Combined State Plan; Yes

3. As a condition for the receipt of Federal funds under title VI of the Rehabilitation Act for supported employment services, the designated State agency agrees to operate and administer the State Supported Employment Services Program in accordance with the supplement to the VR services portion of the Unified or Combined State Plan* , the Rehabilitation Act, and all applicable regulations , policies, and procedures established by the Secretary of Education. Funds made available under title VI are used solely for the provision of supported employment services and the administration of the supplement to the VR services portion of the Unified or Combined State Plan;** Yes
4. The designated State agency and/or the designated State unit has the authority under State law to perform the functions of the State regarding the VR services portion of the Unified or Combined State Plan and its supplement; Yes
5. The State legally may carry out each provision of the VR services portion of the Unified or Combined State Plan and its supplement. Yes
6. All provisions of the VR services portion of the Unified or Combined State Plan and its supplement are consistent with State law. Yes
7. The **Authorized Representative listed above** has the authority under State law to receive, hold, and disburse Federal funds made available under the VR services portion of the Unified or Combined State Plan and its supplement; Yes
8. The **Authorized Representative listed above** has the authority to submit the VR services portion of the Unified or Combined State Plan and the supplement for Supported Employment services; Yes
9. The agency that submits the VR services portion of the Unified or Combined State Plan and its supplement has adopted or otherwise formally approved the plan and its supplement. Yes

Footnotes

Certification 1 Footnotes

* Public Law 113-128.

** Unless otherwise stated, "Rehabilitation Act" means the Rehabilitation Act of 1973, as amended by WIOA, signed into law on July 22, 2014.

Certification 2 Footnotes

* All references in this plan to "designated State agency" or to "the State agency" relate to the agency identified in this paragraph.

** No funds under title 1 of the Rehabilitation Act may be awarded without an approved VR services portion of the Unified or Combined State Plan in accordance with section 101(a) of the Rehabilitation Act.

*** Applicable regulations, in part, include the Education Department General Administrative Regulations (EDGAR) in 34 CFR parts 76,77,79,81, and 82; 2 CFR part 200 as adopted by 2 CFR part 3485; and the State VR Services Program regulations.

Certification 3 Footnotes

* No funds under title VI of the Rehabilitation Act may be awarded without an approved supplement to the VR services portion of the Unified or Combined State Plan in accordance with section 606(a) of the Rehabilitation Act.

** Applicable regulations, in part, include the citations in *** under Certification 2 footnotes

Additional Comments on the Certifications from the State

Certification Regarding Lobbying — Vocational Rehabilitation

Certification for Contracts, Grants, Loans, and Cooperative Agreements The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:
If any funds have been paid or will be paid to any person for influencing or attempting to

influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Applicant's Organization **Division of Vocational Rehabilitation**

Full Name of Authorized Representative: **Robyn Throlson**

Title of Authorized Representative: **Acting Director, Division of Vocational Rehabilitation**

SF LLL Form – Disclosure of Lobbying Activities (only if applicable)
(<http://www2.ed.gov/fund/grant/apply/appforms/appforms.html>). If applicable, please print, sign, and email to MAT_OCTAE@ed.gov

Certification Regarding Lobbying — Supported Employment

Certification for Contracts, Grants, Loans, and Cooperative Agreements The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that: If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Applicant's Organization **Division of Vocational Rehabilitation**

Full Name of Authorized Representative: **Robyn Throlson**

Title of Authorized Representative: **Acting Director, Division of Vocational Rehabilitation**

SF LLL Form – Disclosure of Lobbying Activities (only if applicable)
(<http://www2.ed.gov/fund/grant/apply/appforms/appforms.html>).

Assurances

The designated State agency or designated State unit, as appropriate and identified in the State certifications included with this VR services portion of the Unified or Combined State Plan and its supplement, through signature of the authorized individual, assures the Commissioner of the Rehabilitation Services Administration (RSA), that it will comply with all of the requirements of the VR services portion of the Unified or Combined State Plan and its supplement, as set forth in sections 101(a) and 606 of the Rehabilitation Act. The individual authorized to submit the VR services portion of the Unified or Combined State Plan and its supplement makes the following assurances:**The State Plan must provide assurances that:**

1. Public Comment on Policies and Procedures:

The designated State agency assures it will comply with all statutory and regulatory requirements for public participation in the VR Services Portion of the Unified or Combined State Plan, as required by section 101(a)(16)(A) of the Rehabilitation Act.

2. Submission of the VR services portion of the Unified or Combined State Plan and Its Supplement:

The designated State unit assures it will comply with all requirements pertaining to the submission and revisions of the VR services portion of the Unified or Combined State Plan and its supplement for the State Supported Employment Services program, as required by sections 101(a)(1), (22), (23), and 606(a) of the Rehabilitation Act; section 102 of WIOA in the case of the submission of a unified plan; section 103 of WIOA in the case of a submission of a Combined State Plan; 34 CFR 76.140.

3. Administration of the VR services portion of the Unified or Combined State Plan:

The designated State agency or designated State unit, as appropriate, assures it will comply with the requirements related to:

a. the establishment of the designated State agency and designated State unit, as required by section 101(a)(2) of the Rehabilitation Act.

b. the establishment of either a State independent commission or State Rehabilitation Council, as required by section 101(a)(21) of the Rehabilitation Act.

The designated State agency or designated State unit, as applicable **(B) has established a State Rehabilitation Council**

c. consultations regarding the administration of the VR services portion of the Unified or Combined State Plan, in accordance with section 101(a)(16)(B) of the Rehabilitation Act.

d. the financial participation by the State, or if the State so elects, by the State and local agencies, to provide the amount of the non-Federal share of the cost of carrying out the VR program in accordance with section 101(a)(3).

e. the local administration of the VR services portion of the Unified or Combined State Plan, in accordance with section 101(a)(2)(A) of the Rehabilitation Act.

The designated State agency allows for the local administration of VR funds **No**

f. the shared funding and administration of joint programs, in accordance with section 101(a)(2)(A)(ii) of the Rehabilitation Act.

The designated State agency allows for the shared funding and administration of joint programs: **No**

g. statewideness and waivers of statewideness requirements, as set forth in section 101(a)(4) of the Rehabilitation Act.

Is the designated State agency requesting or maintaining a waiver of statewideness for one or more services provided under the VR services portion of the Unified or Combined State Plan? See Section 2 of this VR services portion of the Unified or Combined State Plan. **No**

h. the descriptions for cooperation, collaboration, and coordination, as required by sections 101(a)(11) and (24)(B); and 606(b) of the Rehabilitation Act.

i. all required methods of administration, as required by section 101(a)(6) of the Rehabilitation Act .

j. the requirements for the comprehensive system of personnel development, as set forth in section 101(a)(7) of the Rehabilitation Act.

k. the compilation and submission to the Commissioner of statewide assessments, estimates, State goals and priorities, strategies, and progress reports, as

appropriate, and as required by sections 101(a)(15), 105(c)(2), and 606(b)(8) of the Rehabilitation Act.

l. the reservation and use of a portion of the funds allotted to the State under section 110 of the Rehabilitation Act for the development and implementation of innovative approaches to expand and improve the provision of VR services to individuals with disabilities, particularly individuals with the most significant disabilities.

m. the submission of reports as required by section 101(a)(10) of the Rehabilitation Act.

4. Administration of the Provision of VR Services:

The designated State agency, or designated State unit, as appropriate, assures that it will:

a. comply with all requirements regarding information and referral services in accordance with sections 101(a)(5)(D) and (20) of the Rehabilitation Act.

b. impose no duration of residence requirement as part of determining an individual's eligibility for VR services or that excludes from services under the plan any individual who is present in the State in accordance with section 101(a)(12) of the Rehabilitation Act .

c. provide the full range of services listed in section 103(a) of the Rehabilitation Act as appropriate, to all eligible individuals with disabilities in the State who apply for services in accordance with section 101(a)(5) of the Rehabilitation Act?

Agency will provide the full range of services described above **No**

d. determine whether comparable services and benefits are available to the individual in accordance with section 101(a)(8) of the Rehabilitation Act.

e. comply with the requirements for the development of an individualized plan for employment in accordance with section 102(b) of the Rehabilitation Act.

f. comply with requirements regarding the provisions of informed choice for all applicants and eligible individuals in accordance with section 102(d) of the Rehabilitation Act.

g. provide vocational rehabilitation services to American Indians who are individuals with disabilities residing in the State, in accordance with section 101(a)(13) of the Rehabilitation Act.

h. comply with the requirements for the conduct of semiannual or annual reviews, as appropriate, for individuals employed either in an extended employment setting in a community rehabilitation program or any other employment under section 14(c) of the Fair Labor Standards Act of 1938, as required by section 101(a)(14) of the Rehabilitation Act.

i. meet the requirements in sections 101(a)(17) and 103(b)(2) of the Rehabilitation Act if the State elects to construct, under special circumstances, facilities for community rehabilitation programs

j. with respect to students with disabilities, the State,

i. has developed and will implement,

A. strategies to address the needs identified in the assessments; and

B. strategies to achieve the goals and priorities identified by the State, to improve and expand vocational rehabilitation services for students with disabilities on a statewide basis; and

ii. has developed and will implement strategies to provide pre-employment transition services (sections 101(a)(15) and 101(a)(25)).

5. Program Administration for the Supported Employment Title VI Supplement:

a. The designated State unit assures that it will include in the VR services portion of the Unified or Combined State Plan all information required by section 606 of the Rehabilitation Act.

b. The designated State agency assures that it will submit reports in such form and in accordance with such procedures as the Commissioner may require and collects the information required by section 101(a)(10) of the Rehabilitation Act separately for individuals receiving supported employment services under title I and individuals receiving supported employment services under title VI of the Rehabilitation Act.

c. The designated state unit will coordinate activities with any other State agency that is functioning as an employment network under the Ticket to Work and Self-Sufficiency program under Section 1148 of the Social Security Act.

6. Financial Administration of the Supported Employment Program:

a. The designated State agency assures that it will expend no more than 2.5 percent of the State's allotment under title VI for administrative costs of carrying out this program; and, the designated State agency or agencies will provide, directly or indirectly through public or private entities, non-Federal contributions in an amount that is not less than 10 percent of the costs of carrying out supported employment services provided to youth with the most significant disabilities with the funds reserved for such purpose under section 603(d) of the Rehabilitation Act, in accordance with section 606(b)(7)(G) and (H) of the Rehabilitation Act.

b. The designated State agency assures that it will use funds made available under title VI of the Rehabilitation Act only to provide supported employment services to individuals with the most significant disabilities, including extended services to youth with the most significant disabilities, who are eligible to receive such services; and, that such funds are used only to supplement and not supplant the funds provided under Title I of the Rehabilitation Act, when providing supported employment services specified in the individualized plan for employment, in accordance with section 606(b)(7)(A) and (D), of the Rehabilitation Act.

7. Provision of Supported Employment Services:

a. The designated State agency assures that it will provide supported employment services as defined in section 7(39) of the Rehabilitation Act.

b. The designated State agency assures that:

- iii. the comprehensive assessment of individuals with significant disabilities conducted under section 102(b)(1) of the Rehabilitation Act and funded under title I of the Rehabilitation Act includes consideration of supported employment as an appropriate employment outcome, in accordance with the requirements of section 606(b)(7)(B) of the Rehabilitation Act**
- iv. an individualized plan for employment that meets the requirements of section 102(b) of the Rehabilitation Act, which is developed and updated with title I funds, in accordance with sections 102(b)(3)(F) and 606(b)(6)(C) and (E) of the Rehabilitation Act.**

Additional Comments on the Assurances from the State

VII. Program-Specific Requirements For Combined State Plan Partner Programs

States choosing to submit a Combined State Plan must provide information concerning the six core programs—the Adult Program, Dislocated Worker Program, Youth Program, Wagner-Peyser Act Program, Adult Education and Family Literacy Act Program, and the Vocational Rehabilitation Program—and also submit relevant information for any of the eleven partner programs it includes in its Combined State Plan. When a State includes a Combined State Plan partner program in its Combined State Plan, it need not submit a separate plan or application for that particular program. * If included, Combined State Plan partner programs are subject to the “common planning elements” in Sections II and III of that document, where specified, as well as the program-specific requirements for that program (available on www.regulations.gov for public comment). The requirements that a State must address for any of the partner programs it includes in its Combined State Plan are provided in this separate supplemental document. The Departments are not seeking comments on these program-specific requirements, which exist under separate OMB control numbers and do not represent requirements under WIOA. For further details on this overall collection, access the Federal eRulemaking Portal at <http://www.regulations.gov> by selecting Docket ID number ETA-2015-0006.

* States that elect to include employment and training activities carried out under the Community Services Block Grant (CSBG) Act (42 U.S.C. 9901 et seq.) under a Combined State Plan would submit all other required elements of a complete CSBG State Plan directly to the Federal agency that administers the program. Similarly, States that elect to include employment and training activities carried by the Department of Housing

and Urban Development and programs authorized under section 6(d)(4) and 6(o) of the Food and Nutrition Act of 2008 that are included would submit all other required elements of a complete State Plan for those programs directly to the Federal agency that administers the program.

Appendix 1. Performance Goals for the Core Programs

Each State submitting a Unified or Combined Plan is required to identify expected levels of performance for each of the primary indicators of performance for the two years covered by the plan. The State is required to reach agreement with the Secretary of Labor, in conjunction with the Secretary of Education on state adjusted levels of performance for the indicators for each of the two years of the plan. States will only have one year of data available under the performance accountability system in Section 116 of the WIOA; therefore, the Departments will continue to use the transition authority under WIOA sec. 503(a) to designate certain primary indicators of performance as “baseline” indicators in the first plan submission. A “baseline” indicator is one for which States will not propose an expected level of performance in the plan submission and will not come to agreement with the Departments on negotiated levels of performance. “Baseline” indicators will not be used in the end of the year performance calculations and will not be used to determine failure to achieve adjusted levels of performance for purposes of sanctions. The selection of primary indicators for the designation as a baseline indicator is made based on the likelihood of a state having adequate data on which to make a reasonable determination of an expected level of performance and such a designation will vary across core programs.

States are expected to collect and report on all indicators, including those that have been designated as “baseline”. The actual performance data reported by States for indicators designated as “baseline” in the first two years of the Unified or Combined Plan will serve as baseline data in future years.

Each core program must submit an expected level of performance for each indicator, except for those indicators that are listed as “baseline” indicators below.

For this Plan, the Departments will work with States during the negotiation process to establish the negotiated levels of performance for each of the primary indicators for the core programs.

Baseline Indicators for the First Two Years of the Plan

Title I programs (Adult, Dislocated Workers, and Youth):

- Measurable Skill Gains
- Effectiveness in Serving Employers

Title II programs (Adult Education):

- Employment in the 2nd quarter
- Employment in the 4th quarter
- Median Earnings

- Credential Attainment
- Effectiveness in Serving Employers

Title III programs (Wagner-Peyser):

- Effectiveness in Serving Employers

Title IV programs (Vocational Rehabilitation):

- Employment in the 2nd quarter
- Employment in the 4th quarter
- Median Earnings
- Credential Attainment
- Measurable Skill Gains
- Effectiveness in Serving Employers

States may identify additional indicators in the State plan, including additional approaches to measuring Effectiveness in Serving Employers, and may establish levels of performance for each of the State indicators. Please identify any such State indicators under Additional Indicators of Performance.

Table 1. Employment (Second Quarter after Exit)

Program	PY 2018 Expected Level	PY 2018 Negotiated Level	PY 2019 Expected Level	PY 2019 Negotiated Level
Adults	76.50	76.50	76.50	76.50
Dislocated Workers	80.00	84.10	80.00	84.10
Youth	70.00	75.00	70.00	75.00
Adult Education	46.00	Baseline	47.00	Baseline
Wagner-Peyser	47.00	63.40	47.00	63.40

Vocational Rehabilitation	Baseline	Baseline	Baseline	Baseline
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User remarks on Table 1

Table 2. Employment (Fourth Quarter after Exit)

Program	PY 2018 Expected Level	PY 2018 Negotiated Level	PY 2019 Expected Level	PY 2019 Negotiated Level
Adults	77.00	77.00	77.00	77.00
Dislocated Workers	83.00	85.70	83.00	85.70
Youth	75.00	75.00	75.00	75.00
Adult Education	Baseline	Baseline	Baseline	Baseline
Wagner-Peyser	63.00	63.00	63.00	63.00
Vocational Rehabilitation	Baseline	Baseline	Baseline	Baseline

User remarks on Table 2

Table 3. Median Earnings (Second Quarter after Exit)

Program	PY 2018 Expected Level	PY 2018 Negotiated Level	PY 2019 Expected Level	PY 2019 Negotiated Level
Adults	4,800.00	5,700.00	4,800.00	5,700.00
Dislocated Workers	8,000.00	8,600.00	8,000.00	8,600.00
Youth	0.00	0.00	0.00	0.00
Adult Education	0.00	0.00	0.00	0.00
Wagner-Peyser	3,100.00	5,500.00	3,100.00	5,500.00
Vocational Rehabilitation	0.00	0.00	0.00	0.00

User remarks on Table 3

Table 4. Credential Attainment Rate

Program	PY 2018 Expected Level	PY 2018 Negotiated Level	PY 2019 Expected Level	PY 2019 Negotiated Level
Adults	65.00	67.00	65.00	67.00
Dislocated Workers	70.00	72.20	70.00	72.20

Youth	75.00	70.00	75.00	70.00
Adult Education	Baseline	Baseline	Baseline	Baseline
Wagner-Peyser	n/a	n/a	n/a	n/a
Vocational Rehabilitation	Baseline	Baseline	Baseline	Baseline

User remarks on Table 4

Table 5. Measureable Skill Gains

Program	PY 2018 Expected Level	PY 2018 Negotiated Level	PY 2019 Expected Level	PY 2019 Negotiated Level
Adults	Baseline	Baseline	Baseline	Baseline
Dislocated Workers	Baseline	Baseline	Baseline	Baseline
Youth	Baseline	Baseline	Baseline	Baseline
Adult Education	51.00	Baseline	52.00	Baseline
Wagner-Peyser	n/a	n/a	n/a	n/a

Vocational
Rehabilitation

Baseline

Baseline

Baseline

Baseline

User remarks on Table 5

Table 6. Effectiveness in Serving Employers

Measure	PY 2018 Expected Level	PY 2018 Negotiated Level	PY 2019 Expected Level	PY 2019 Negotiated Level
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Line 1 (enter the measure
information in the comments
below)

Line 2

Line 3

Line 4

Line 5

Line 6

User remarks on Table 6

Table 7. Additional Indicators of Performance

Measure	PY 2018 Expected Level	PY 2018 Negotiated Level	PY 2019 Expected Level	PY 2019 Negotiated Level
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User remarks on Table 7

Appendix 2. Other State Attachments (Optional)